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ABSTRACT

This report, the fifth in a series of annual reports on school crime, presents the latest available data on school crime and student safety. The data present a mixed picture of school safety. Rates of criminal victimization in school have declined or remained constant, and students seem to feel more secure at school than they did a few years ago. However, students ages 12 through 18 were victims of about 1.9 million crimes of violence or theft at school in 2000, and reports of bullying increased from 5 to 8 percent of students in 2001. There were also 47 school-associated violent deaths in the United States between July 1, 1998 and June 30, 1999. The report has five sections: (1) "Violent Deaths at School"; (2) "Nonfatal Student Victimization--Student Reports"; (3) "Violence and Crime at School--Public School Principal/Disciplinarian Reports"; (4) "Nonfatal Teacher Victimization at School--Teacher Reports"; and (5) "School Environment." Each section contains a set of indicators that, taken together, describe a distinct aspect of school crime and safety. Three appendices list school-safety practices and policies related to safety and discipline, technical notes, and a glossary of terms. (Contains 84 tables and 33 figures.) (RT)

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Indicators of SCHOOL CRIME AND SAFETY

2002

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November 2002

Indicators of School Crime and Safety: 2002

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The **National Center for Education Statistics** (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in other countries.

The **Bureau of Justice Statistics** (BJS) is the primary federal entity for collecting, analyzing, publishing, and disseminating statistical information about crime, its perpetrators and victims, and the operation of the justice system at all levels of government. These data are critical to federal, state, and local policymakers in combating crime and ensuring that justice is both efficient and evenhanded.

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FOREWORD

The safety of our students, teachers, and staff at our nation's schools continues to be an issue of paramount importance. While the most recent national indicators demonstrate that important gains have been made in recent years, crime and safety issues remain substantial problems in our nation's schools. Between 1992 and 2000, there was a 46 percent decrease in the violent crime victimization rate at school. Despite this decline, students ages 12 through 18 were victims of about 700,000 violent crimes and 1.2 million crimes of theft at school in the year 2000. Violence, theft, bullying, drugs, and firearms remain problems in many schools throughout the country indicating that more remains to be done to make our schools safer.

Accurate information about the nature, extent, and scope of the problem being addressed is essential in developing effective programs and policies. The information contained in this report is intended to serve as a foundation for policy-makers and practitioners in the development of effective programs and policies to prevent and cope with violence and crime in schools.

This is the fifth edition of Indicators of School Crime and Safety, a joint effort by the Bureau of Justice Statistics and the National Center for Education Statistics. The report provides detailed statistical information to inform the nation on the current nature of crime in schools. This edition of Indicators includes the most recent available data, including data from 2001.

The data in this report were compiled from a number of statistical series supported by the federal government. Sources include results from a study of violent deaths in schools, sponsored by the U.S. Department of Education and the Centers for Disease Control and Prevention; the National Crime Victimization Survey and School Crime Supplement to the survey, sponsored by the Bureau of Justice Statistics; the Youth Risk Behavior Survey, sponsored by the Centers for Disease Control and Prevention; and the Schools and Staffing Survey, sponsored by the National Center for Education Statistics.

This report is available on the Internet in its entirety. The Bureau of Justice Statistics and the National Center for Education Statistics continue to work toward providing more timely and complete data on the issue of school-related violence and safety.

Gary W. Phillips
Deputy Commissioner of Education Statistics

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Director of the Bureau of Justice Statistics

EXECUTIVE SUMMARY

Schools should be safe and secure places for all students, teachers, and staff members. Without a safe learning environment, teachers may have difficulty teaching and students may find their environment a difficult one in which to learn. Priorities set by schools, local authorities, and state and federal government have prompted the nation to focus on improving the safety of American schools. The effort toward providing safer schools requires establishing good indicators of the current state of school crime and safety, and periodically monitoring and updating these indicators. Student safety is of concern outside of school as well. In fact, as the data in this report show, a larger number of serious violent victimizations happen away from school than at school.[1] In 2000, students were more than twice as likely to be victims of serious violent crime away from school than at school (Indicator 2).[2]

In 2000, students ages 12 through 18 were victims of about 1.9 million total crimes of violence or theft at school (Indicator 2). In that same year, students in this age range were victims of about 128,000 serious violent crimes at school (i.e., rape, sexual assault, robbery, and aggravated assault). There were also 47 school-associated violent deaths in the United States between July 1, 1998 and June 30, 1999, including 38 homicides, 33 of which involved school-aged children (Indicator 1).

The total nonfatal victimization rate for students ages 12 through 18 generally declined between 1992 and 2000, from 144 per 1,000 students in 1992 to 72 per 1,000 students in 2000 (Indicator 2). The percentage of students being victimized at school also has declined over the last few years. Between 1995 and 2001, the percentage of students who reported being victims of crime at school decreased from 10 percent to 6 percent (Indicator 3). This decline was due in large part to the decrease in the percentage of students reporting being victims of theft at school, which declined from 7 percent in 1995 to 4 percent in 2001.

However, the prevalence of other problem behavior at school has increased. For example, in 2001, 8 percent of students reported that they had been bullied at school in the last 6 months, up from 5 percent in 1999 (Indicator 6).

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[1]These data are not adjusted by the number of hours that students spend on school property and the number of hours they spend elsewhere.
[2]For this indicator, "students" refers to persons 12 through 18 years of age regardless of whether they attended school during the survey reference period.

For some other types of crime at school, the prevalence has not changed. Between 1993 and 2001, the percentage of students in grades 9 through 12 who were threatened or injured with a weapon on school property in the past 12 months remained relatively constant—between 7 and 9 percent (Indicator 4).

As the rates of criminal victimization in schools have declined or remained constant, students also seem to feel more secure at school now than just a few years ago. The percentage of students ages 12 through 18 who reported avoiding one or more places at school for their own safety decreased from 9 percent in 1995 to 5 percent in 1999 and 2001 (Indicator 13).

The data shown in this report present a mixed picture of school safety. While overall victimization rates have declined, more work needs to be done to address the issues related to school violence and safety.

Organization of This Report

This report, the fifth in a series of annual reports on school crime and safety from the Bureau of Justice Statistics (BJS) and the National Center for Education Statistics (NCES), presents the latest available data on school crime and student safety. The report repeats many indicators from the 2001 report and also provides updated data on fatal and nonfatal student victimization; nonfatal teacher victimization and threats against teachers; and student reports of being threatened or injured with a weapon at school, being in fights at school, and being bullied at school; and students' perceptions of personal safety. This report also includes updated data on students' reports of avoiding places at school, being called hate-related words, seeing hate-related graffiti, gangs at school, carrying weapons to school, using alcohol and marijuana, and drug availability on school property.

The report is organized as a series of indicators, with each indicator presenting data on a different aspect of school crime and safety. It starts with the most serious violence. There are five sections to the report: Violent Deaths at School; Nonfatal Student Victimization—Student Reports; Violence and Crime at School—Public School Principal/Disciplinarian Reports; Nonfatal Teacher Victimization at School—Teacher Reports; and School Environment. Each section contains a set of indicators that, taken together, describe a distinct aspect of school crime and safety.

Rather than relying on data from a large omnibus survey of school crime and safety, this report uses a variety of independent data sources from federal departments and agencies including the BJS, NCES, and the Centers for Disease Control and Prevention. Each data source has an independent sample design, data collection method, and questionnaire design, all of which may be influenced by the unique perspective of the primary funding agency. By

combining multiple and independent sources of data, it is hoped that this report will present a more complete portrait of school crime and safety than would be possible with any single source of information.

However, because the report relies on so many different data sets, the age groups, the time periods, and the types of respondents analyzed can vary from indicator to indicator. Readers should keep this in mind as they compare data from different indicators. Furthermore, while every effort has been made to keep key definitions consistent across indicators, different surveys sometimes use different definitions, such as those for specific crimes and "at school."[3] Therefore, caution should be used in making comparisons between results from different data sets. Descriptions of these data sets are located in appendix B of this report.

KEY FINDINGS

All of the comparisons described in this report are statistically significant at the 0.05 level.[4] Following are key findings from the various sections of the report:

VIOLENT DEATHS AT SCHOOL

From July 1, 1998 through June 30, 1999, there were 47 school-associated violent deaths in the United States (Indicator 1). Thirty-eight of these violent deaths were homicides, six were suicides, two involved suspects killed by a law enforcement officer in the line of duty, and one was unintentional. Thirty-three of the 38 school-associated homicides were of school-aged children. These 33 homicides are relatively few (1 percent of all homicides of youth) compared to a total of 2,391 children ages 5 to 19 who were victims of homicide in the United States from July 1, 1998 through June 30, 1999. Four of the six school-associated suicides occurring from July 1, 1998 through June 30, 1999 were of school-aged children. Away from school, there were a total of 1,855 suicides of children ages 5 to 19 during the 1999 calendar year.

NONFATAL STUDENT VICTIMIZATION—STUDENT REPORTS

Students ages 12 through 18 were more likely to be victims of nonfatal serious violent crime—including rape, sexual assault, robbery, and aggravated assault—away from school than when they were at school (Indicator 2). In 2000, students in this age range were victims of about 373,000 serious violent crimes away from school, compared with about 128,000 at school. This translates into a rate of 14 per 1,000 students away from school and 5 per 1,000 students at school.

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[3]See appendix C, Glossary of Terms, for specific definitions used in each survey.
[4]See appendix B for details on the statistical methodology.

- The percentage of students in grades 9 through 12 who have been threatened or injured with a weapon on school property[5] has not changed significantly in recent years (Indicator 4). In 1993, 1995, 1997, 1999, and 2001, between 7 and 9 percent of students reported being threatened or injured with a weapon such as a gun, knife, or club on school property in the past 12 months.
- The percentage of students who reported being in a fight anywhere declined from 1993 to 2001—from 42 percent to 33 percent (Indicator 5). Similarly, the percentage of students who reported fighting on school property also declined over this period, from 16 percent to 13 percent.
- Both males and females were more likely to be bullied in 2001 than in 1999 (Indicator 6). In 2001, males were more likely than females to be bullied (9 and 7 percent, respectively); however, in 1999, no such difference could be detected (5 percent each).
- Between 1992 and 2000, there was a 46 percent decrease in the violent crime victimization rate at school and a 52 percent decrease away from school (from 48 to 26 and from 71 to 34 per 1,000 students ages 12 through 18, respectively) (Indicator 2). In 2000, younger students (ages 12 through 14) were not victimized at a different rate than older students (ages 15 through 18) either at or away from school (Indicator 2).
- In 2001, 8 percent of 12- through 18-year-old students reported being bullied at school in the last 6 months (Indicator 6), up from 5 percent in 1999.

Violence and Crime at School—Public School Principal/Disciplinarian Reports

In 1996–97, 10 percent of all public schools reported at least one serious violent crime to the police or a law enforcement representative (Indicator 7). Principals' reports of serious violent crimes included murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Another 47 percent of public schools reported at least one less serious violent or nonviolent crime (but not a serious violent one). Crimes in this category include physical attack or fight without a weapon, theft/larceny, and vandalism. The remaining 43 percent of public schools did not report any of these crimes to the police.

- Elementary schools were less likely than either middle or high schools to report any type of crime in 1996–97. Elementary schools were more likely to report vandalism (31 percent) than any other crime (19 percent or less) (Indicator 8).

[5]Definitions for "on school property" and "at school" may differ. See appendix C for specific definitions.

- At the middle and high school levels, physical attack or fight without a weapon was generally the most commonly reported crime in 1996–97 (9 and 8 per 1,000 students, respectively) (Indicator 8). Theft or larceny was more common at the high school level than at the middle school level (6 vs. 4 incidents per 1,000 students).

Nonfatal Teacher Victimization at School—Teacher Reports

Over the 5-year period from 1996 through 2000, teachers were victims of approximately 1,603,000 nonfatal crimes at school, including 1,004,000 thefts and 599,000 violent crimes (rape or sexual assault, robbery, and aggravated and simple assault) (Indicator 9). On average, this translates into 74 crimes per 1,000 teachers per year.

- During the 1996 through 2000 period, senior high school and middle/junior high school teachers were more likely to be victims of violent crimes (most of which were simple assaults) than elementary school teachers (35 and 49, respectively, vs. 15 crimes per 1,000 teachers) (Indicator 9).
- Teachers were differentially victimized by violent crimes at school according to where they taught (Indicator 9). Over the 5-year period from 1996 through 2000, urban teachers were more likely to be victims of violent crimes than suburban and rural teachers (36 vs. 21 and 17, respectively, per 1,000 teachers).
- In the 1999–2000 school year, 9 percent of all elementary and secondary school teachers were threatened with injury by a student, and 4 percent were physically attacked by a student (Indicator 10). This represented about 305,000 teachers who were victims of threats of injury by students that year and 135,000 teachers who were victims of attacks by students.

School Environment

Between 1995 and 1999, there was a decrease in the percentage of students ages 12 through 18 feeling unsafe while they were at school (Indicator 12). However, between 1999 and 2001, there was no significant change in the percentage of students feeling unsafe. In both 1999 and 2001, students were more likely to be afraid of being attacked at school than away from school.

- Between 1993 and 2001, the percentage of students in grades 9 through 12 who reported carrying a weapon such as a gun, knife, or club on school property within the previous 30 days declined from 12 percent to 6 percent (Indicator 11).

- Between 1995 and 1999, there was a decrease in the percentage of students ages 12 through 18 who avoided one or more places at school—from 9 percent to 5 percent (Indicator 13). However, between 1999 and 2001, the percentage remained stable at 5 percent.
- In 2001, 12 percent of students ages 12 through 18 reported that someone at school had used hate-related words against them (Indicator 14). That is, in the prior 6 months, someone at school had called them a derogatory word having to do with race, religion, ethnicity, disability, gender, or sexual orientation. During the same period, about 36 percent of students saw hate-related graffiti at school.
- In 2001, 20 percent of students reported that street gangs were present at their schools (Indicator 15). Students in urban schools were more likely to report that there were street gangs at their schools (29 percent) than were suburban and rural students (18 percent and 13 percent, respectively).
- In 1999–2000, student tardiness and absenteeism were reported as serious or moderate problems by about 30 percent of public school principals (32 percent and 29 percent, respectively) (Indicator 16). Vandalism of school property and robbery or theft were considered to be serious or moderate problems in 6 percent and 4 percent of public schools, respectively, and student possession of weapons was reported as a serious or moderate problem by 1 percent of public school principals.
- In 2001, 5 percent of students in grades 9 through 12 had at least one drink of alcohol on school property in the 30 days prior to the survey (Indicator 17). Forty-seven percent of students had at least one drink anywhere during the same period.
- Between 1993 and 2001, there were no consistent patterns of increase or decrease found in the percentage of students who had used marijuana—both anywhere and on school property (Indicator 18). In 2001, 24 percent of students reported using marijuana anywhere in the last 30 days, and 5 percent reported using marijuana on school property.
- In 2001, 29 percent of students in grades 9 through 12 reported that someone had offered, sold, or given them an illegal drug on school property in the 12 months prior to the survey (Indicator 19).

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TABLE OF CONTENTS

	Page
Foreword	iii
Executive Summary	v
Acknowledgments	xi
List of Tables	xv
List of Figures	xxi
Violent Deaths at School	1
1. Violent deaths at school and away from school	2
Nonfatal Student Victimization—Student Reports	5
2. Victimization of students at school and away from school	6
3. Prevalence of students being victimized at school	10
4. Prevalence of students being threatened or injured with a weapon on school property	11
5. Prevalence of students involved in physical fights on school property	13
6. Prevalence of students being bullied at school	15
Violence and Crime at School—Public School Principal/Disciplinarian Reports	17
7. Crimes reported to the police	18
8. Specific crimes reported to the police	20
Nonfatal Teacher Victimization at School—Teacher Reports	23
9. Nonfatal teacher victimization at school	24
10. Prevalence of teachers being threatened with injury or attacked by students	26
School Environment	29
11. Prevalence of students carrying weapons on school property	30
12. Students' perceptions of personal safety at school or on the way to or from school and away from school	32
13. Students' reports of avoiding places in school	34
14. Students' reports of being called hate-related words and seeing hate-related graffiti	36
15. Students' reports of gangs at school	37
16. Public school principals' perceptions of discipline issues at school	38
17. Prevalence of students using alcohol	40
18. Prevalence of students using marijuana	42
19. Prevalence of students reporting drugs were made available to them on school property	44

Page

Supplemental Tables 47

Standard Error Tables 91

Appendix A. School Practices and Policies Related to Safety and Discipline 135

Appendix B. Technical Notes 149

Appendix C. Glossary of Terms 173

List of Tables

Table		Page
1.1.	Number of school-associated violent deaths occurring at school and away from school: 1992–93 to 1998–99	48
2.1.	Number of nonfatal crimes against students ages 12 through 18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992 to 2000	49
2.2.	Number of nonfatal crimes against students ages 12 through 18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 2000	52
2.3.	Number of nonfatal crimes against students ages 12 through 18 occurring away from school, by type of crime and selected student characteristics: 1992 to 2000	55
2.4.	Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 2000	58
3.1.	Percentage of students ages 12 through 18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student characteristics: 1995, 1999, and 2001	61
4.1.	Percentage of students in grades 9 through 12 who reported being threatened or injured with a weapon on school property during the last 12 months, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001	62
5.1.	Percentage of students in grades 9 through 12 who reported having been in a physical fight in the last 12 months, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001	63
6.1.	Percentage of students ages 12 through 18 who reported being bullied at school during the previous 6 months, by selected student characteristics: 1999 and 2001	64
7.1.	Percentage of public schools that reported one or more criminal incidents to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97	65
7.2.	Number of public schools that reported one or more criminal incidents to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97	66
7.3.	Number of criminal incidents occurring in public schools reported to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97	67
7.4.	Number of criminal incidents reported to police per 1,000 public school students, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97	68
8.1.	Percentage of public schools that reported one or more incidents of serious violent crime to police, by type of incident, urbanicity, and selected school characteristics: 1996–97	69

Table		Page
8.2.	Percentage of public schools that reported one or more less serious violent or nonviolent criminal incidents to police, by type of incident, urbanicity, and selected school characteristics: 1996–97	70
8.3.	Number of public schools that reported one or more incidents of serious violent crime to police, by type of incident, urbanicity, and selected school characteristics: 1996–97	71
8.4.	Number of public schools that reported one or more less serious violent or nonviolent criminal incidents to police, by type of incident, urbanicity, and selected school characteristics: 1996–97	72
8.5.	Number of serious violent criminal incidents occurring in public schools reported to police, by type of incident, urbanicity, and selected school characteristics: 1996–97	73
8.6.	Number of less serious violent or nonviolent criminal incidents occurring in public schools reported to police, by type of incident, urbanicity, and selected school characteristics: 1996–97	74
8.7.	Number of serious violent criminal incidents reported to police per 1,000 public school students, by type of incident, urbanicity, and selected school characteristics: 1996–97	75
8.8.	Number of less serious violent or nonviolent criminal incidents reported to police per 1,000 public school students, by type of incident, urbanicity, and selected school characteristics: 1996–97	76
9.1.	Number of nonfatal crimes against teachers and average annual number of crimes per 1,000 teachers at school, by type of crime and selected teacher characteristics: Aggregated from 1996 through 2000	77
10.1.	Percentage and number of teachers who reported that they were threatened with injury by a student during the past 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 and 1999–2000	78
10.2.	Percentage and number of teachers who reported that they were physically attacked by a student during the past 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 and 1999–2000	79
11.1.	Percentage of students in grades 9 through 12 who reported carrying a weapon on school property at least 1 day in the past 30 days, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001	80
11.2.	Percentage of students in grades 9 through 12 who reported carrying a weapon anywhere at least 1 day in the past 30 days, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001	81
12.1.	Percentage of students ages 12 through 18 who reported fear at school or on the way to and from school and away from school during the previous 6 months, by selected student characteristics: 1995, 1999, and 2001	82
13.1.	Percentage of students ages 12 through 18 who reported that they avoided one or more places in school during the previous 6 months, by selected student characteristics: 1995, 1999, 2001	83
14.1.	Percentage of students ages 12 through 18 who reported being targets of hate-related words at school during the previous 6 months, by selected student characteristics: 2001	84

Table		Page
14.2.	Percentage of students ages 12 through 18 who saw hate-related graffiti at school during the previous 6 months, by selected student characteristics: 1999 and 2001	85
15.1.	Percentage of students ages 12 through 18 who reported that street gangs were present at school during the previous 6 months, by urbanicity and selected student characteristics: 2001	86
16.1	Percentage of public school principals who reported that selected discipline issues were a serious or moderate problem in their school, by school level and urbanicity: 1993–94 and 1999–2000	87
17.1.	Percentage of students in grades 9 through 12 who reported using alcohol in the last 30 days, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001	88
18.1.	Percentage of students in grades 9 through 12 who reported using marijuana in the last 30 days, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001	89
19.1.	Percentage of students in grades 9 through 12 who reported that drugs were made available to them on school property during the last 12 months, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001	90

Standard Error Tables

S2.1.	Standard errors for table 2.1: Number of nonfatal crimes against students ages 12 through 18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992 to 2000	92
S2.2.	Standard errors for table 2.2: Number of nonfatal crimes against students ages 12 through 18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 2000	95
S2.3.	Standard errors for table 2.3: Number of nonfatal crimes against students ages 12 through 18 occurring away from school, by type of crime and selected student characteristics: 1992 to 2000	98
S2.4.	Standard errors for table 2.4: Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 2000	101
S3.1.	Standard errors for table 3.1: Percentage of students ages 12 through 18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student characteristics: 1995, 1999, and 2001	104
S4.1.	Standard errors for table 4.1: Percentage of students in grades 9 through 12 who reported being threatened or injured with a weapon on school property during the last 12 months, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001	105
S5.1.	Standard errors for table 5.1: Percentage of students in grades 9 through 12 who reported having been in a physical fight in the last 12 months, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001	106

Table		Page
S6.1.	Standard errors for table 6.1: Percentage of students ages 12 through 18 who reported being bullied at school during the previous 6 months, by selected student characteristics: 1999 and 2001	107
S7.1.	Standard errors for table 7.1: Percentage of public schools that reported one or more criminal incidents to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97	108
S7.2.	Standard errors for table 7.2: Number of public schools that reported one or more criminal incidents to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97	109
S7.3.	Standard errors for table 7.3: Number of criminal incidents occurring in public schools reported to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97	110
S7.4.	Standard errors for table 7.4: Number of criminal incidents reported to police per 1,000 public school students, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97	111
S8.1.	Standard errors for table 8.1: Percentage of public schools that reported one or more incidents of serious violent crime to police, by type of incident, urbanicity, and selected school characteristics: 1996–97	112
S8.2.	Standard errors for table 8.2: Percentage of public schools that reported one or more less serious violent or nonviolent criminal incidents to police, by type of incident, urbanicity, and selected school characteristics: 1996–97	113
S8.3.	Standard errors for table 8.3: Number of public schools that reported one or more incidents of serious violent crime to police, by type of incident, urbanicity, and selected school characteristics: 1996–97	114
S8.4.	Standard errors for table 8.4: Number of public schools that reported one or more less serious violent or nonviolent criminal incidents to police, by type of incident, urbanicity, and selected school characteristics: 1996–97	115
S8.5.	Standard errors for table 8.5: Number of serious violent criminal incidents occurring in public schools reported to police, by type of incident, urbanicity, and selected school characteristics: 1996–97	116
S8.6.	Standard errors for table 8.6: Number of less serious violent or nonviolent criminal incidents occurring in public schools reported to police, by type of incident, urbanicity, and selected school characteristics: 1996–97	117
S8.7.	Standard errors for table 8.7: Number of serious violent criminal incidents reported to police per 1,000 public school students, by type of incident, urbanicity, and selected school characteristics: 1996–97	118
S8.8.	Standard errors for table 8.8: Number of less serious violent or nonviolent criminal incidents reported to police per 1,000 public school students, by type of incident, urbanicity, and selected school characteristics: 1996–97	119
S9.1.	Standard errors for table 9.1: Number of nonfatal crimes against teachers and average annual number of crimes per 1,000 teachers at school, by type of crime and selected teacher characteristics: Aggregated from 1996 through 2000	120

Table		Page
S10.1.	Standard errors for table 10.1: Percentage and number of teachers who reported that they were threatened with injury by a student during the past 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 and 1999–2000	121
S10.2.	Standard errors for table 10.2: Percentage and number of teachers who reported that they were physically attacked by a student during the past 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 and 1999–2000	122
S11.1.	Standard errors for table 11.1: Percentage of students in grades 9 through 12 who reported carrying a weapon on school property at least 1 day in the past 30 days, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001	123
S11.2.	Standard errors for table 11.2: Percentage of students in grades 9 through 12 who reported carrying a weapon anywhere at least 1 day in the past 30 days, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001	124
S12.1.	Standard errors for table 12.1: Percentage of students ages 12 through 18 who reported fear at school or on the way to and from school and away from school during the previous 6 months, by selected student characteristics: 1995, 1999, and 2001	125
S13.1.	Standard errors for table 13.1: Percentage of students ages 12 through 18 who reported that they avoided one or more places in school during the previous 6 months, by selected student characteristics: 1995, 1999, and 2001	126
S14.1	Standard errors for table 14.1: Percentage of students ages 12 through 18 who reported being targets of hate-related words at school during the previous 6 months, by selected student characteristics: 2001	127
S14.2	Standard errors for table 14.2: Percentage of students ages 12 through 18 who saw hate-related graffiti at school during the previous 6 months, by selected student characteristics: 1999 and 2001	128
S15.1.	Standard errors for table 15.1: Percentage of students ages 12 through 18 who reported that street gangs were present at school during the previous 6 months, by urbanicity and selected student characteristics: 2001	129
S16.1.	Standard errors for table 16.1: Percentage of public school principals who reported that selected discipline issues were a serious or moderate problem in their school, by school level and urbanicity: 1993–94 and 1999–2000	130
S17.1.	Standard errors for table 17.1: Percentage of students in grades 9 through 12 who reported using alcohol in the last 30 days, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001	131
S18.1.	Standard errors for table 18.1: Percentage of students in grades 9 through 12 who reported using marijuana in the last 30 days, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001	132
S19.1.	Standard errors for table 19.1: Percentage of students in grades 9 through 12 who reported that drugs were made available to them on school property during the last 12 months, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001	133

Table		Page

Appendix Tables

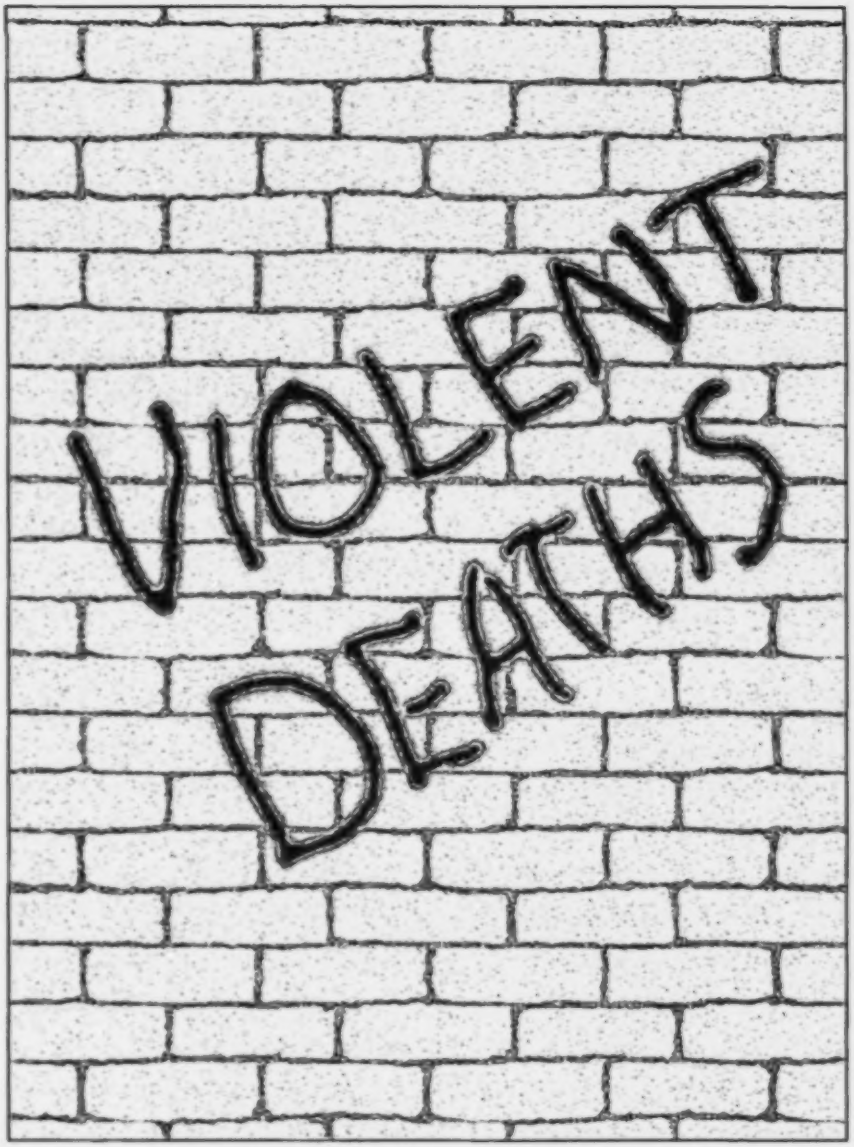
A1.	Percentage of public schools that reported that they have a zero tolerance policy for various specified student offenses, by selected school characteristics: 1996–97	137
A2.	Percentage of public schools that reported that students were required to wear school uniforms, by selected school characteristics: 1996–97	138
A3.	Percentage of public schools that reported that they use various types of security measures at their schools, by selected school characteristics: 1999–2000	139
A4.	Percentage of public schools that reported various levels of police or other law enforcement representatives' presence during a typical week, by selected school characteristics: 1996–97	140
A5.	Percentage of public schools that reported school violence prevention programs in their schools, by selected school characteristics: 1999–2000	141
A6.	Number and percentage of schools in which specified disciplinary actions were taken against students, total number of actions taken, and percentage of specific disciplinary actions taken against students, by type of infraction: 1996–97	142
SA1.	Standard errors for table A1: Percentage of public schools that reported that they have a zero tolerance policy for various specified student offenses, by selected school characteristics: 1996–97	143
SA2.	Standard errors for table A2: Percentage of public schools that reported that students were required to wear school uniforms, by selected school characteristics: 1996–97	144
SA3.	Standard errors for table A3: Percentage of public schools that reported that they use various types of security measures at their schools, by selected school characteristics: 1999–2000	145
SA4.	Standard errors for table A4: Percentage of public schools that reported various levels of police or other law enforcement representatives' presence during a typical week, by selected school characteristics: 1996–97	146
SA5.	Standard errors for table A5: Percentage of public schools that reported school violence prevention programs in their schools, by selected school characteristics: 1999–2000	147
SA6.	Standard errors for table A6: Number and percentage of schools in which specified disciplinary actions were taken against students, total number of actions taken, and percentage of specific disciplinary actions taken against students, by type of infraction: 1996–97	148
B1.	Descriptions of data sources and samples used in the report	162
B2.	Wording of survey questions used to construct indicators	163
B3.	Methods used to calculate standard errors of statistics for different surveys	170

List of Figures

Figure		Page
1.1.	Number of homicides and suicides of students at school: 1992–93 to 1998–99	3
1.2.	Number of homicides and suicides of students at school and of youth ages 5 to 19 away from school: 1998–99	3
2.1.	Number of nonfatal crimes against students ages 12 through 18 per 1,000 students, by type of crime and location: 1992 to 2000	7
2.2.	Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school per 1,000 students, by type of crime and selected student characteristics: 2000	8
2.3.	Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 2000	9
3.1.	Percentage of students ages 12 through 18 who reported nonfatal criminal victimization at school during the previous 6 months, by grade level: 1995, 1999, and 2001	10
4.1.	Percentage of students in grades 9 through 12 who reported being threatened or injured with a weapon on school property during the last 12 months, by gender: 1993, 1995, 1997, 1999, and 2001	11
4.2.	Percentage of students in grades 9 through 12 who reported being threatened or injured with a weapon on school property during the last 12 months, by grade: 1993, 1995, 1997, 1999, and 2001	12
5.1.	Percentage of students in grades 9 through 12 who reported having been in a physical fight in the last 12 months, by gender: 1993, 1995, 1997, 1999, and 2001	14
5.2.	Percentage of students in grades 9 through 12 who reported having been in a physical fight in the last 12 months, by grade: 1993, 1995, 1997, 1999, and 2001	14
6.1.	Percentage of students ages 12 through 18 who reported being bullied at school during the previous 6 months, by gender: 1999 and 2001	15
7.1.	Percentage distribution of public schools according to types of crimes reported to police: 1996–97	18
7.2.	Percentage of public schools that reported one or more criminal incidents to police and number of incidents reported per 1,000 students, by seriousness of crimes, instructional level, and urbanicity: 1996–97	19
8.1.	Percentage of public schools that reported one or more criminal incidents to police, by type of crime and instructional level: 1996–97	20

Figure		Page
8.2.	Number of crimes per 1,000 public school students, by type of crime, instructional level, and urbanicity: 1996–97	21
9.1.	Average annual number of nonfatal crimes against teachers at school per 1,000 teachers, by type of crime and selected characteristics: Aggregated from 1996 through 2000	25
10.1.	Percentage of teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the past 12 months, by urbanicity: 1993–94 and 1999–2000	27
10.2.	Percentage of teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the past 12 months, by urbanicity and control: 1999–2000	27
11.1.	Percentage of students in grades 9 through 12 who reported carrying a weapon at least 1 day in the past 30 days, by gender: 1993, 1995, 1997, 1999, and 2001	31
11.2.	Percentage of students in grades 9 through 12 who reported carrying a weapon at least 1 day in the past 30 days, by grade: 1993, 1995, 1997, 1999, and 2001	31
12.1.	Percentage of students ages 12 through 18 who reported fear at school or on the way to and from school during the previous 6 months, by race/ethnicity: 1995, 1999, and 2001	33
12.2.	Percentage of students ages 12 through 18 who reported fear away from school during the previous 6 months, by race/ethnicity: 1999 and 2001	33
13.1.	Percentage of students ages 12 through 18 who reported that they avoided one or more places in school during the previous 6 months, by race/ethnicity: 1995, 1999, and 2001	34
13.2.	Percentage of students ages 12 through 18 who reported that they avoided one or more places in school during the previous 6 months, by urbanicity: 1995, 1999, and 2001	35
14.1.	Percentage of students ages 12 through 18 who reported being targets of hate-related words or who saw hate-related graffiti at school during the previous 6 months, by gender and race/ethnicity: 2001	36
15.1.	Percentage of students ages 12 through 18 who reported that street gangs were present at school during the previous 6 months, by urbanicity and control: 2001	37
16.1.	Percentage of public school principals who reported that selected discipline issues were a serious or moderate problem in their school, by school level: 1999–2000	39
17.1.	Percentage of students in grades 9 through 12 who reported using alcohol in the last 30 days, by gender: 1993, 1995, 1997, 1999, and 2001	41
17.2.	Percentage of students in grades 9 through 12 who reported using alcohol in the last 30 days, by grade: 1993, 1995, 1997, 1999, and 2001	41

Figure		Page
18.1.	Percentage of students in grades 9 through 12 who reported using marijuana in the last 30 days, by gender: 1993, 1995, 1997, 1999, and 2001	43
18.2.	Percentage of students in grades 9 through 12 who reported using marijuana in the last 30 days, by grade: 1993, 1995, 1997, 1999, and 2001	43
19.1	Percentage of students in grades 9 through 12 who reported that drugs were made available to them on school property during the last 12 months, by gender: 1993, 1995, 1997, 1999, and 2001	44
19.2.	Percentage of students in grades 9 through 12 who reported that drugs were made available to them on school property during the last 12 months, by race/ethnicity: 1999 and 2001	45



Violent Deaths at School

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1. Violent deaths at school and away from school*

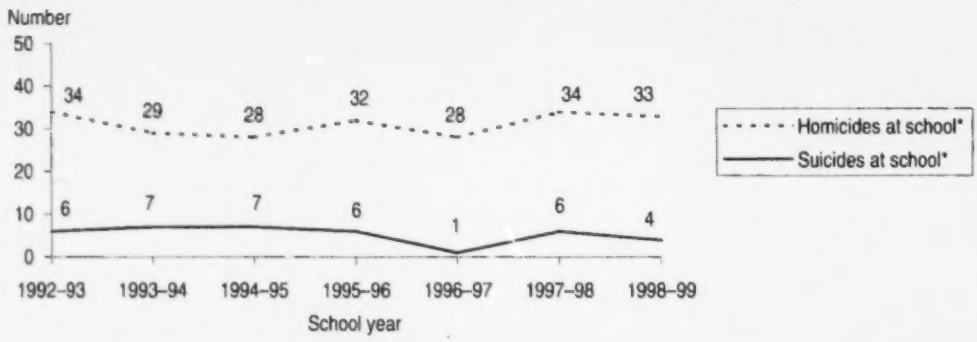
Violent deaths are tragic events that affect not only the individuals and their families directly involved, but also everyone in the schools where they occur.

*This indicator has been updated to include 1992 through 1999 data and revised from previously published estimates.

- From July 1, 1992 through June 30, 1999, there were 358 school-associated violent deaths[1] in the United States, including 255 deaths of school-aged children (ages 5 to 19) (table 1.1). In each survey year, school-aged children were at least 70 times more likely to be murdered away from school than they were to be murdered at school.
- In the most recent school year for which data are available, from July 1, 1998 to June 30, 1999, there were 47 school-associated violent deaths (table 1.1). Thirty-eight of these violent deaths were homicides, six were suicides, a law enforcement officer in the line of duty killed two, and one was unintentional.
- There was no consistent pattern of increase or decrease in the number of homicides or suicides of school-aged children at school between July 1, 1992 and June 30, 1999 (figure 1.1 and table 1.1).
- Of the 358 total school-associated violent deaths that occurred between July 1, 1992 and June 30, 1999, 218 were homicides of school-aged children and 37 were suicides of school-aged children (table 1.1). Away from school, during the same period, there were a total of 22,323 homicides of children ages 5 to 19. During the 1993 to 1999 calendar years, there were 14,813 suicides of children in this age group away from school.
- In the most recent year, from July 1, 1998 through June 30, 1999, 33 of the 38 school-associated homicides were of school-aged children (figure 1.2 and table 1.1). During this same time frame, there were 2,358 homicides of children ages 5 to 19 away from school.
- Four of the six school-associated suicides, which occurred from July 1, 1998 to June 30, 1999, were of school-aged children (figure 1.2 and table 1.1). Away from school, there were 1,855 suicides of children ages 5 to 19 during the 1999 calendar year.

[1]A school-associated violent death is a homicide, suicide, legal intervention, or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at such a school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims included nonstudents as well as students and staff members.

Figure 1.1.—Number of homicides and suicides of students at school: 1992–93 to 1998–99

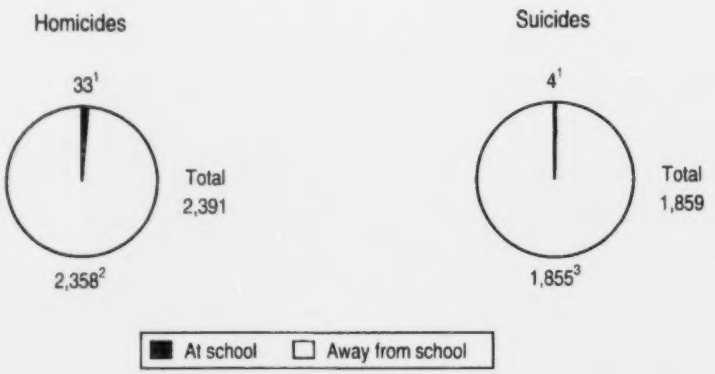


*Homicides and suicides of youth ages 5 to 19 at school, July 1, 1992 to June 30, 1999.

NOTE: "At school" includes on school property, on the way to or from school, and while attending or traveling to or from a school-sponsored event.

SOURCE: Special tabulation using preliminary data from the School-Associated Violent Deaths Study, 1992–1999.

Figure 1.2.—Number of homicides and suicides of students at school and of youth ages 5 to 19 away from school: 1998–99



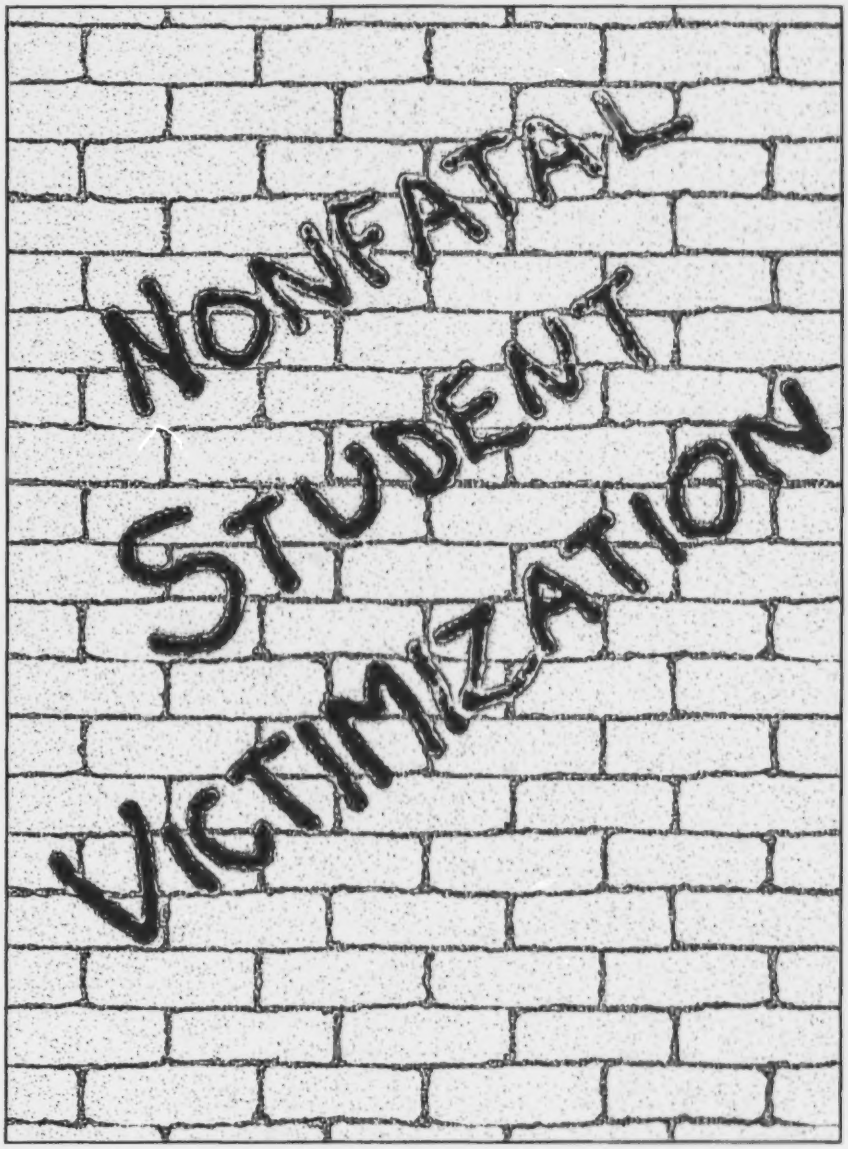
[1]Homicides and suicides of youth ages 5 to 19 at school, July 1, 1998 to June 30, 1999.

[2]Homicides of youth ages 5 to 19 away from school, July 1, 1998 to June 30, 1999.

[3]Suicides of youth ages 5 to 19 away from school, 1999 calendar year.

NOTE: "At school" includes on school property, on the way to or from school, and while attending or traveling to or from a school-sponsored event.

SOURCE: Special tabulation using preliminary data from the School-Associated Violent Deaths Study, 1992–1999; National Center for Health Statistics, National Vital Statistics System for numbers of deaths, U.S. Bureau of Census for population estimates. Statistics compiled using WISQARS™ produced by the Office of Statistics and Programming, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention; Fox, J.A. Uniform Crime Reports (U.S.): Supplementary Homicide Reports, 1976–1999 (Computer file). Inter-university Consortium for Political and Social Research (ICPSR) version. Boston, MA: Northeastern University, College of Criminal Justice, 2001. Ann Arbor, MI: ICPSR.



Nonfatal Student Victimization—
Student Reports

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2. Victimization of students at school and away from school*

The number of crimes committed in the nation's schools continues to be a concern. Even though crime has decreased in recent years, theft and violence at school and while going to and from school still can lead to disruptive and threatening environments, physical injury, and emotional stress, and can be an obstacle to student achievement.

*This indicator has been updated to include 2000 data.

- Students ages 12 through 18 experienced fewer nonfatal serious violent crimes (that is, rape, sexual assault, robbery, and aggravated assault) when they were at school than away from school (tables 2.1 and 2.3).[2] In 2000, students in this age group were victims of about 128,000 such crimes at school, and about 373,000 away from school. The victimization rate for serious violent crime at school and away from school generally declined from 1992 to 2000 (figure 2.1 and tables 2.2 and 2.4).
- Students were victims of about 700,000 nonfatal violent crimes (that is, serious violent crime plus simple assault) at school, and about 921,000 away from school in 2000 (tables 2.1 and 2.3). Between 1992 and 2000, there was a 46 percent decrease in the violent crime victimization rate at school and a 52 percent decrease away from school (from 48 to 26 and from 71 to 34 per 1,000 students ages 12 through 18, respectively) (figure 2.1 and tables 2.2 and 2.4). Between 1992 and 2000, the victimization rates for nonfatal violent crime were generally lower at school than away from school, except in 1998 and 1999. In these years, no differences were detected between nonfatal victimizations at school and away from school.
- Students were more likely to be victims of theft at school than away from school for all years between 1992 and 2000, except for 1997 and 2000. In these years, no differences were detected between victimization rates due to thefts occurring at and away from school. In 2000, about 1.2 million thefts occurred at school (64 percent of all crimes at school), and about 1.1 million away from school (54 percent of all crimes away from school) (tables 2.1 and 2.3).
- Regarding nonfatal crime (theft plus violent crime), students were victims of about 1.9 million crimes while they were in school in 2000, and about 2.0 million away from school (tables 2.1 and 2.3).
- In 2000, the rate of serious violent crime at school and away from school was higher for males than for females (figures 2.2 and 2.3 and tables 2.2 and 2.4).
- In 2000, no difference was found in the rates of serious violent crime at school among students living in urban, suburban, and rural areas (figure 2.2 and table 2.2). Away from school, suburban students were more vulnerable to serious violent crime than rural students. But there were no differences between urban and suburban students' vulnerability to such victimization (figure 2.3 and table 2.4).
- In 2000, younger students (ages 12 through 14) were victimized by serious violent crime at a rate not different than older students (ages 15 through 18) either at school or away from school (figures 2.2 and 2.3 and tables 2.2 and 2.4).

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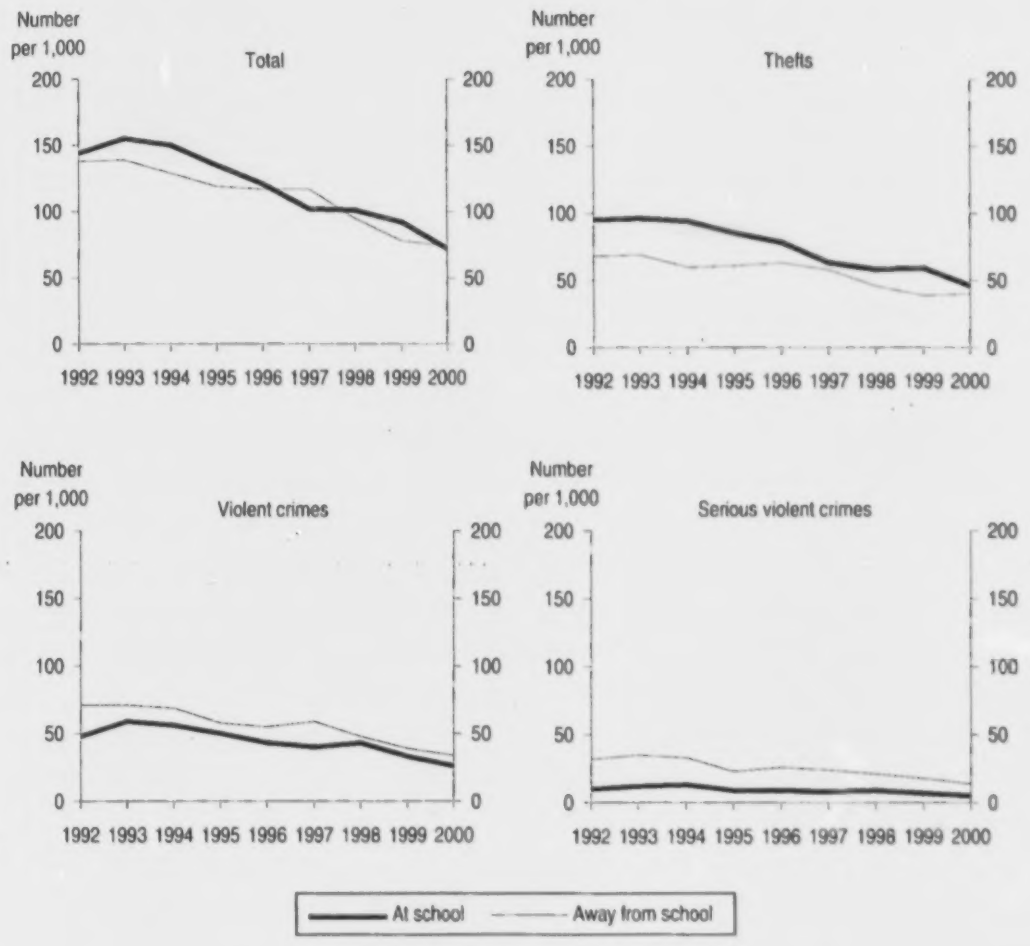
[2]"Students" refers to persons 12 though 18 years of age who have attended any grade equal to or less than high school. An uncertain percentage of these persons may not have attended school during the survey reference period. These data do not take into account the number of hours that students spend at school and the number of hours they spend away from school.

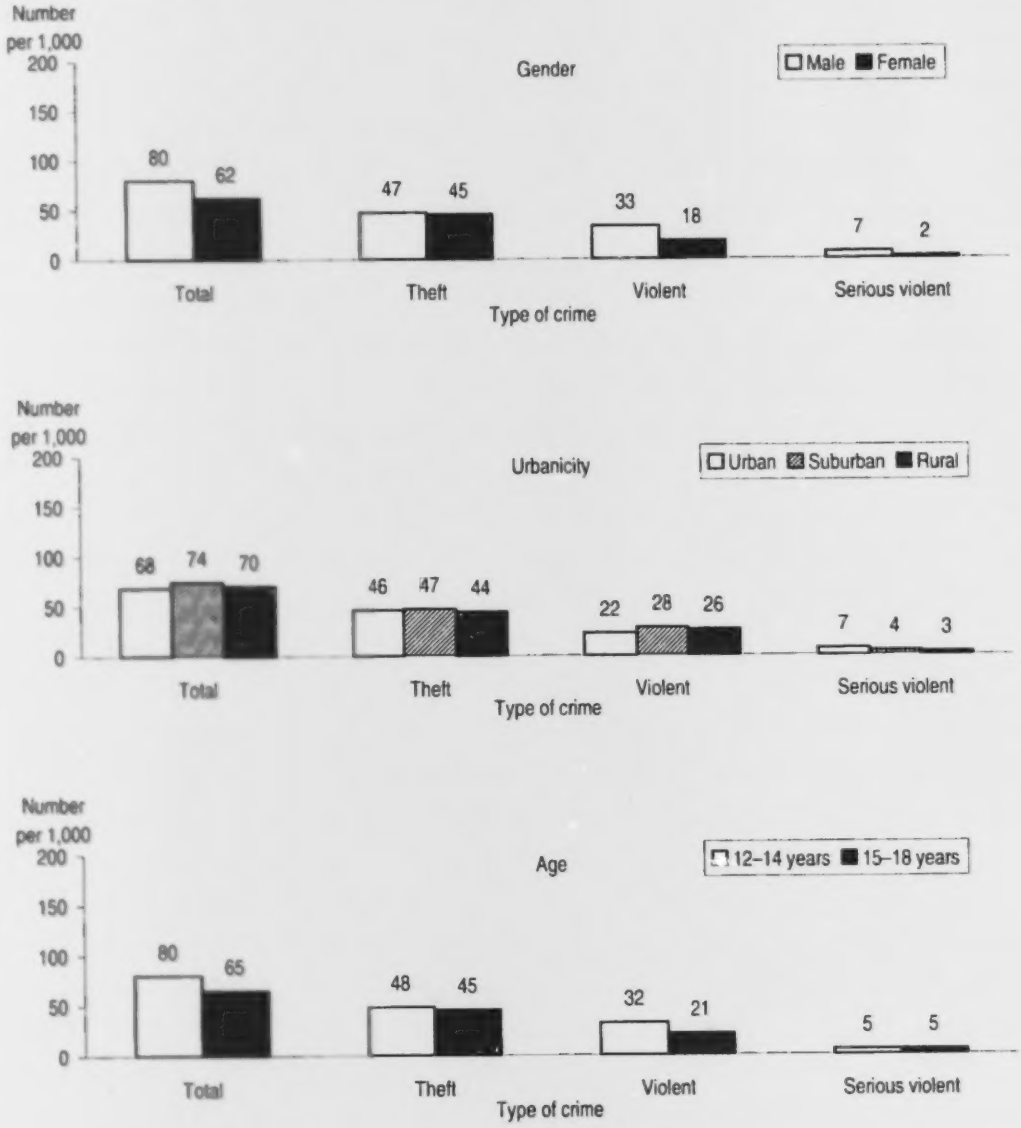
Figure 2.1.—Number of nonfatal crimes against students ages 12 through 18 per 1,000 students, by type of crime and location: 1992 to 2000



NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 2000.

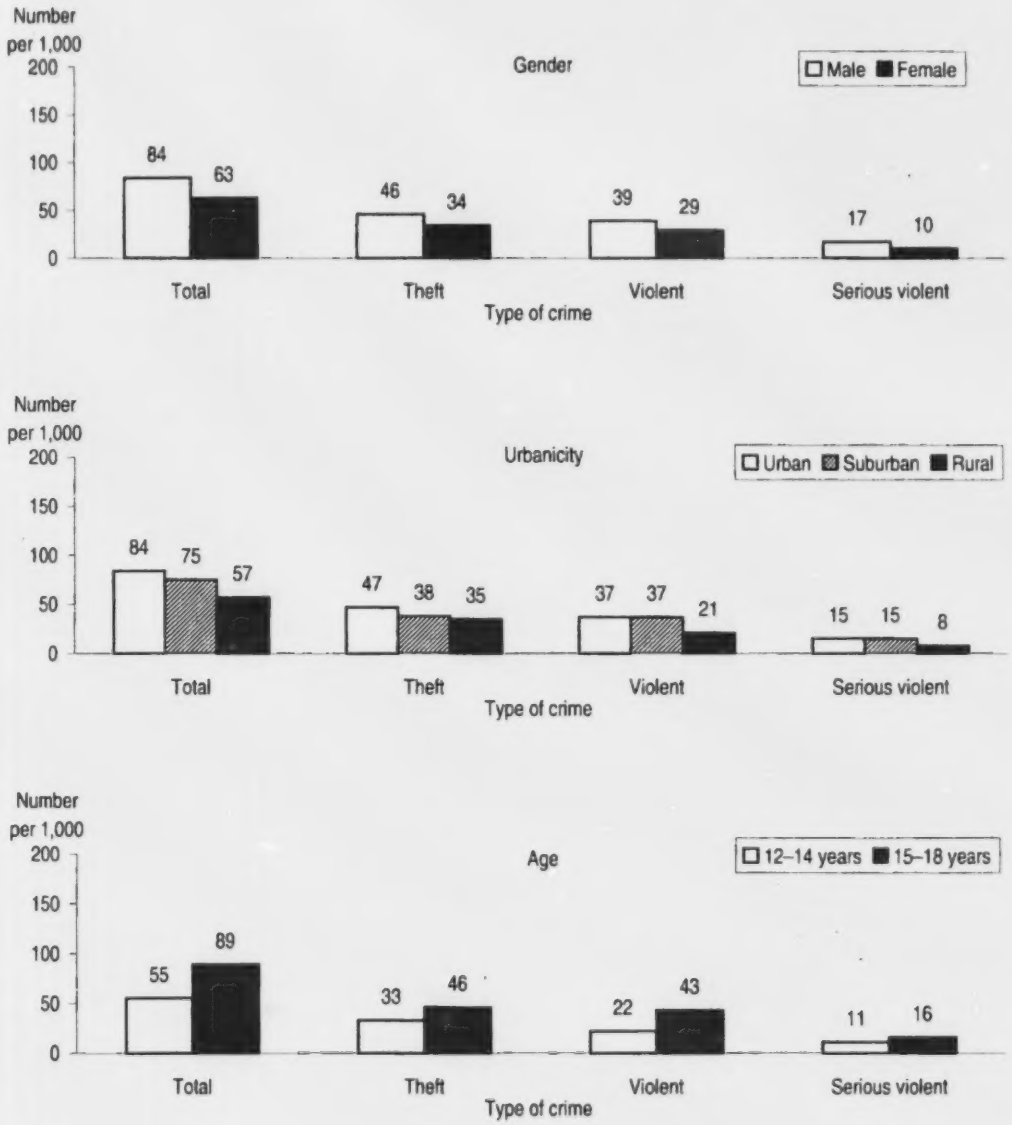
Figure 2.2.—Number of nonfatal crimes against students ages 12 through 18 occurring at school or going to or from school per 1,000 students, by type of crime and selected student characteristics: 2000



NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 2000.

Figure 2.3.—Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 2000



NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. Detail may not add to totals because of rounding.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 2000.

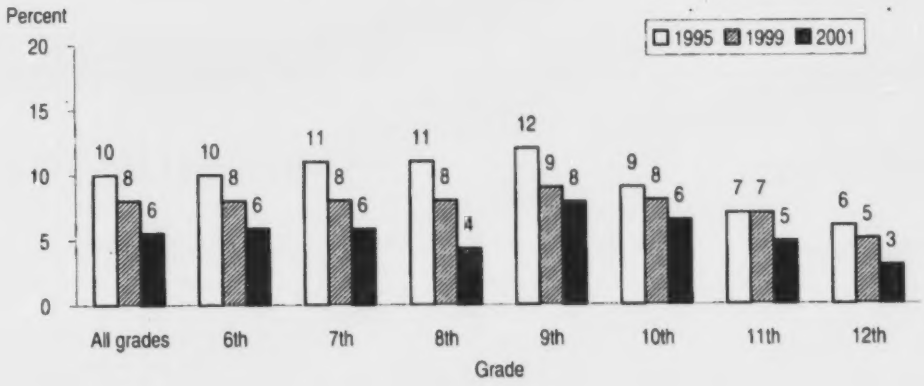
3. Prevalence of students being victimized at school*

Some of the crimes committed against students involve violence, while others involve their property. Presenting information on the prevalence of victimization for students helps clarify what percentage of students are affected by different types of crime.

*This indicator has been updated to include 2001 data.

- The percentage of students ages 12 through 18 who reported being victims of nonfatal crimes (including theft or violent crime) at school during the previous 6 months was smaller in 2001 than in 1999 or 1995 (6, 8, and 10 percent, respectively) (table 3.1). Student reports of theft at school decreased from 7 percent in 1995 to 4 percent in 2001. Student reports of violence at school also decreased from 1995 to 1999 and then showed no difference between 1999 and 2001 (3 percent in 1995 and 2 percent in 1999 and 2001).
- Between 1995 and 2001, the percentage of students in each grade level who reported being victims of nonfatal crimes declined (figure 3.1 and table 3.1). For example, between 1995 and 2001, the prevalence of reported victimization dropped from 10 percent to 6 percent for 6th-graders and from 6 percent to 3 percent for 12th-graders.
- In each survey year, public school students were more likely to report having been victims of violent crime than were private school students (table 3.1). Public school students were also more likely than private school students to report being victims of theft in 1995 and 2001, but no such differences were detected in 1999.

Figure 3.1.—Percentage of students ages 12 through 18 who reported nonfatal criminal victimization at school during the previous 6 months, by grade level: 1995, 1999, and 2001



NOTE: This figure presents the prevalence of total victimization, which is a combination of violent victimization and theft. "At school" means in the school building, on school property, or on the way to or from school. (See Technical Notes in appendix B for further information.)

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995, 1999, and 2001.

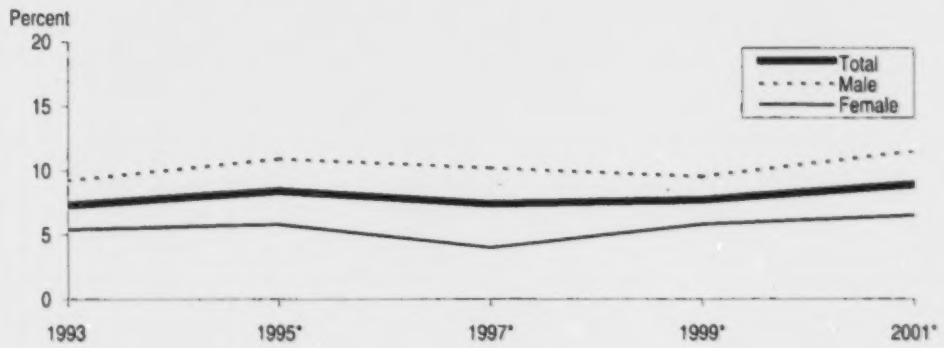
4. Prevalence of students being threatened or injured with a weapon on school property*

Every year, some students are threatened or injured with a weapon while they are on school property. The percentages of students victimized in this way provide an important measure of how safe our schools are and how this is changing over time.

*This indicator has been updated to include 2001 data.

- The percentage of students in grades 9 through 12 who were threatened or injured with a weapon on school property in the 12 months before the survey has fluctuated in recent years, but without a clear trend (table 4.1). In all survey years from 1993 to 2001, between 7 and 9 percent of students reported being threatened or injured with a weapon, such as a gun, knife, or club on school property.
- In each survey year, males were more likely than females to report being threatened or injured with a weapon on school property (figure 4.1 and table 4.1). For example, in 2001, 12 percent of males reported being threatened or injured in the past year, compared with 7 percent of females.
- Among 9th- through 12th-grade students, those students in lower grades were more likely to be threatened or injured with a weapon on school property than were students in higher grades in all survey years (figure 4.2 and table 4.1).
- No differences could be detected in the race/ethnicity of students being threatened or injured with a weapon on school property in 1999 or 2001 (table 4.1).[3]

Figure 4.1.—Percentage of students in grades 9 through 12 who reported being threatened or injured with a weapon on school property during the last 12 months, by gender: 1993, 1995, 1997, 1999, and 2001



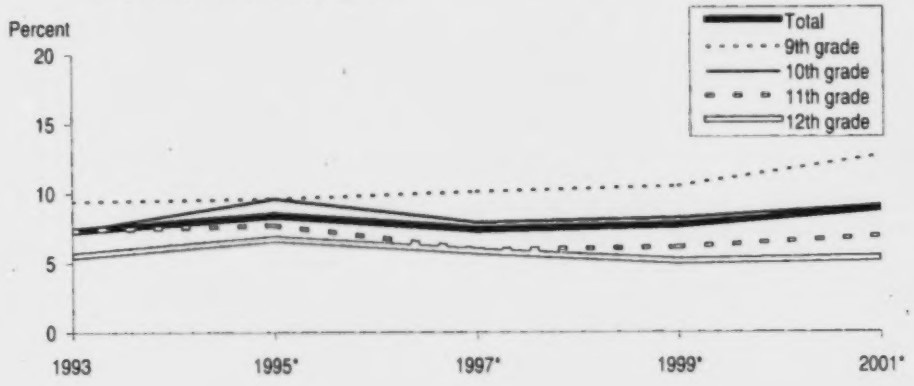
*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

[3]While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

Figure 4.2.—Percentage of students in grades 9 through 12 who reported being threatened or injured with a weapon on school property during the last 12 months, by grade: 1993, 1995, 1997, 1999, and 2001



*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

5. Prevalence of students involved in physical fights on school property*

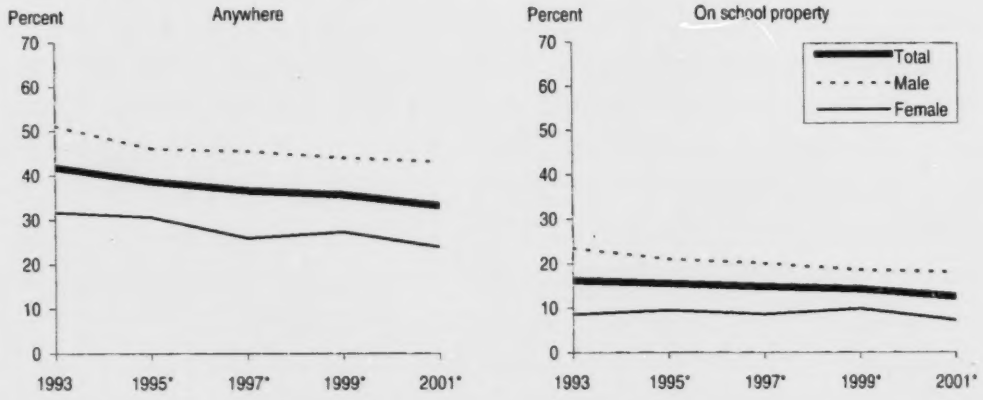
Schools where there are numerous physical fights may not be able to maintain a focused learning environment. Students who are involved in fights on school property may have difficulty being successful in school.

*This indicator has been updated to include 2001 data.

- In 2001, 33 percent of students in grades 9 through 12 reported that they had been in a physical fight anywhere[4] in the last 12 months (table 5.1). In that same year, about 13 percent of all students said that they had been in a physical fight on school property.
- The percentage of students who reported being in a fight anywhere declined from 1993 to 2001—from 42 percent in 1993 to 33 percent in 2001 (figure 5.1 and table 5.1). Similarly, the percentages of students who reported fighting on school property for these years also declined, from 16 percent in 1993 to 13 percent in 2001.
- In all survey years, males were more likely than females to have been in a fight anywhere and on school property (figure 5.1 and table 5.1). In 2001, 43 percent of males said they had been in a fight anywhere, and 18 percent said they had been in a fight on school property. In that same year, about 24 percent of females reported they had been in a fight anywhere, and 7 percent said they had been in a fight on school property.
- Of 9th- through 12th-grade students, those in lower grades reported being in more fights than students in higher grades anywhere and on school property in all survey years (figure 5.2 and table 5.1).
- In 2001, Asian students were less likely than students from other racial/ethnic backgrounds to report being in a fight anywhere (22 percent for Asian students compared to 32 to 52 percent for all other students) (table 5.1). However, in 2001, no difference could be detected in the percentage of students who reported being in fights on school property by race/ethnicity.[5]

[4]The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times in the last 12 months they had been in a physical fight.
[5]While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

Figure 5.1.—Percentage of students in grades 9 through 12 who reported having been in a physical fight in the last 12 months, by gender: 1993, 1995, 1997, 1999, and 2001

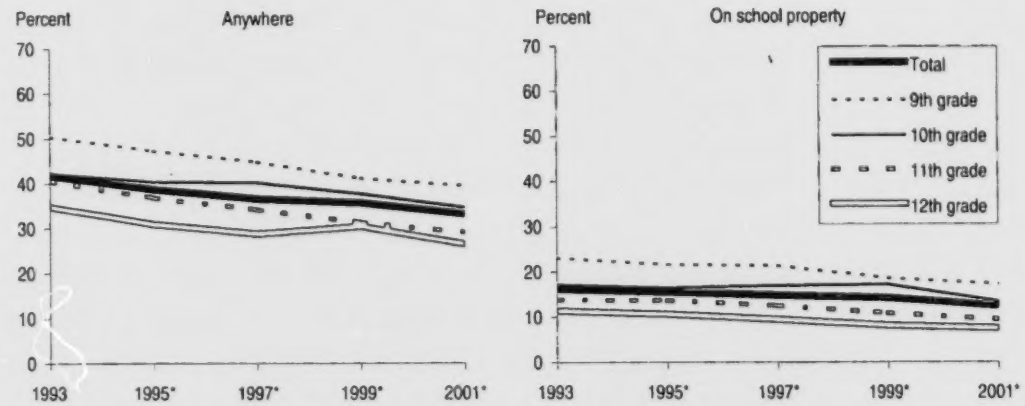


*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times in the last 12 months they had been in a physical fight.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Figure 5.2.—Percentage of students in grades 9 through 12 who reported having been in a physical fight in the last 12 months, by grade: 1993, 1995, 1997, 1999, and 2001



*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times in the last 12 months they had been in a physical fight.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

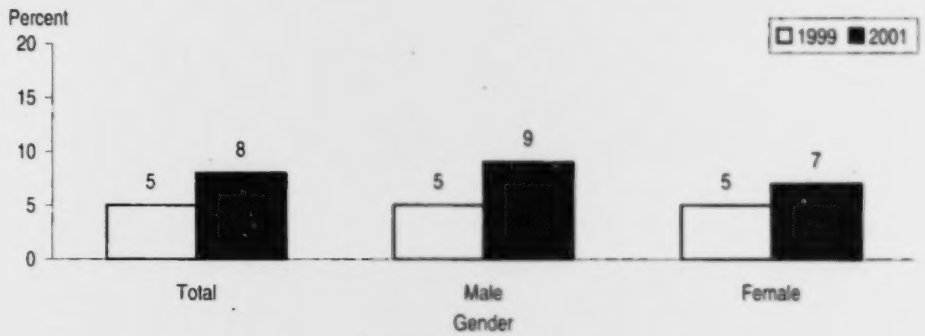
6. Prevalence of students being bullied at school*

Bullying can contribute to a climate of fear and intimidation in schools. Students ages 12 through 18 were asked if they had been bullied (that is, picked on or made to do things they did not want to do) at school.

*This indicator has been updated to include 2001 data.

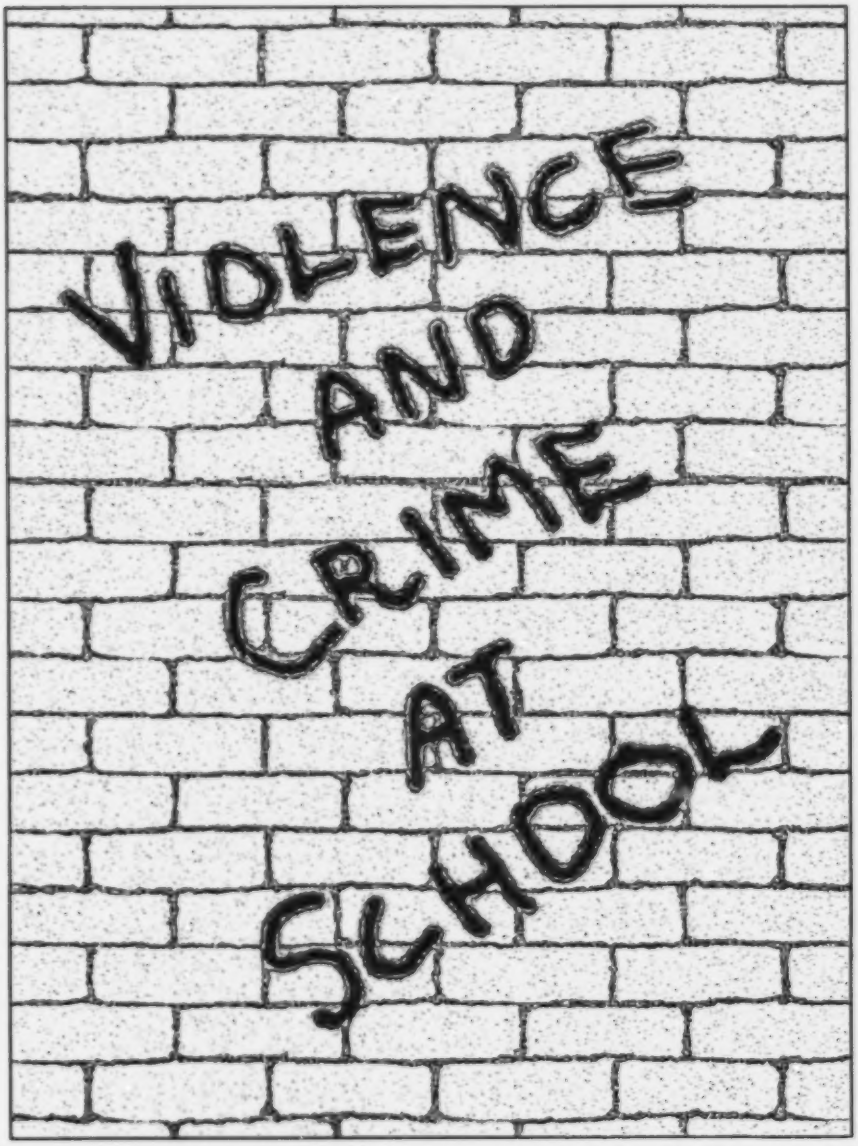
- In 2001, 8 percent of students reported that they had been bullied at school in the last 6 months, up from 5 percent in 1999 (table 6.1).
- Both males and females were more likely to be bullied in 2001 than in 1999 (figure 6.1 and table 6.1). In 2001, males were more likely than females to be bullied (9 and 7 percent, respectively); however, in 1999 no such difference could be detected (5 percent each).
- The percentage of students who reported that they had been bullied increased between 1999 and 2001 for each racial/ethnic group except Black students (table 6.1). About 6 percent of Black students in both years reported they had been bullied. Between 1999 and 2001, the percentage of students bullied increased from 5 percent to 9 percent for White students, from 4 percent to 8 percent for Hispanic students, and from 3 percent to 7 percent for other, non-Hispanic students.
- In 2001, there were few differences detected among racial/ethnic groups in the percentage of students who reported being bullied (table 6.1). The exception was that White students were more likely to report being victimized by bullies than were Black students (9 percent and 6 percent, respectively).
- In 2001, students in lower grades were generally more likely to be bullied than students in higher grades (table 6.1). For example, 14 percent of students in 6th grade reported being bullied, compared with 2 percent of students in grade 12.

Figure 6.1.—Percentage of students ages 12 through 18 who reported being bullied at school during the previous 6 months, by gender: 1999 and 2001



NOTE: "At school" means in the school building, on school property, on a school bus, or going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999 and 2001.



Violence and Crime at School—
Public School Principal/Disciplinarian Reports

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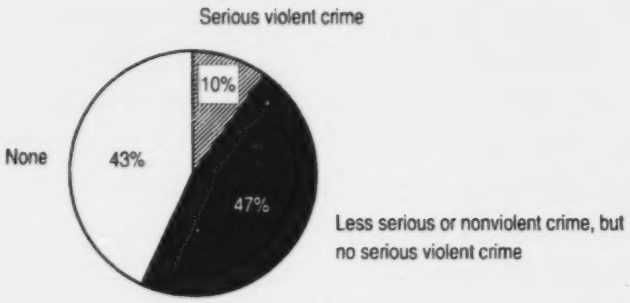
7. Crimes reported to the police*

The number of crimes that principals indicated they reported to police or other law enforcement representatives is a useful measure of the occurrences of serious crimes in the nation's schools. The percentage of schools reporting crimes provides an indication of how widespread crime is, while the number of crimes reported provides information on the magnitude of the problem.

*This indicator repeats information from the *2000 Indicators of School Crime and Safety* report.

- In 1996–97, 10 percent of all public schools reported at least one serious violent crime to a law enforcement representative (figure 7.1 and table 7.1). Another 47 percent of public schools reported a less serious violent or nonviolent crime (but not a serious violent one). The remaining 43 percent of public schools did not report any of these crimes to the police.
- The vast majority of crimes reported by public schools were of the less serious violent or nonviolent type in 1996–97 (402,000 out of the 424,000 total crimes reported to the police) (table 7.3).
- No differences were found between the percentage of schools reporting crimes at the middle and high school levels (figure 7.2 and table 7.1). At each level, about 20 percent of the schools reported at least one serious violent crime, and about 55 percent reported at least one less serious violent or nonviolent crime, but no serious violent crime in 1996–97.
- The numbers of reported incidents per 1,000 students did not differ for middle and high schools for both serious violent and less serious violent and nonviolent crimes (figure 7.2 and table 7.4). For both types of crimes, there was a lower rate at the elementary level than at the middle or high school levels.
- The percentage of schools reporting at least one serious violent crime was much higher in cities (17 percent) than in towns (5 percent) or rural areas (8 percent) during 1996–97 (figure 7.2 and table 7.1).

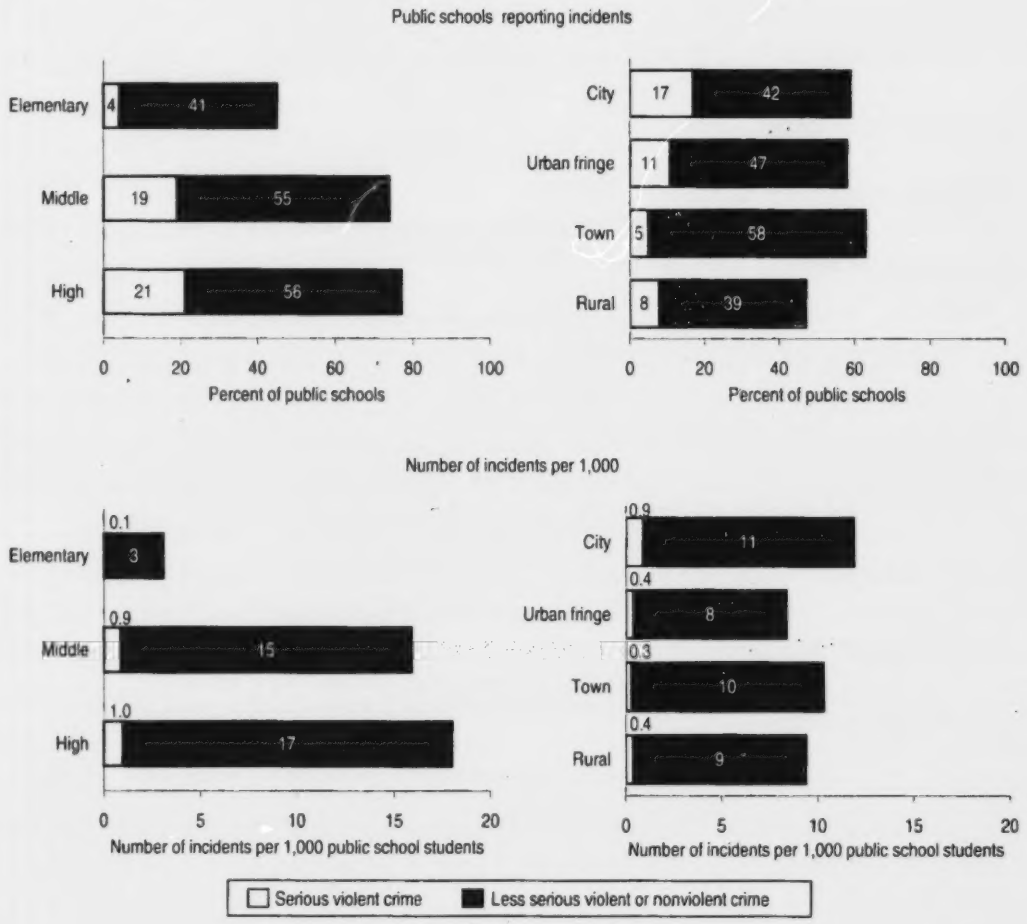
Figure 7.1.—Percentage distribution of public schools according to types of crimes reported to police: 1996–97



NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Figure 7.2.—Percentage of public schools that reported one or more criminal incidents to police and number of incidents reported per 1,000 students, by seriousness of crimes, instructional level, and urbanicity: 1996–97



NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

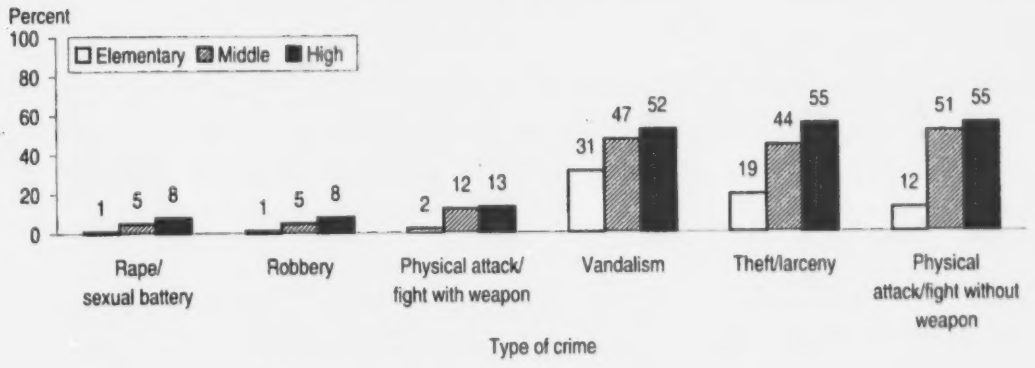
8. Specific crimes reported to the police*

Data on the prevalence of specific types of crimes add detail to the more general discussion of serious violent crimes and less serious violent and nonviolent crimes.

*This indicator repeats information from the *2000 Indicators of School Crime and Safety* report.

- Forty-four to 55 percent of all public middle and high schools reported incidents of vandalism, theft or larceny, and physical attacks or fights without weapons to the police or other law enforcement representatives in the 1996–97 school year (figure 8.1 and table 8.2). Considerably smaller percentages of public middle and high schools reported the more serious violent crimes of rape or other type of sexual battery (5 and 8 percent, respectively); robbery (5 and 8 percent); or physical attack or fight with a weapon (12 and 13 percent) (table 8.1).
- Elementary schools were much less likely than either middle or high schools to report any of the types of crime described here in 1996–97 (figure 8.1 and tables 8.1 and 8.2). They were much more likely to report vandalism (31 percent) than any other crime (19 percent or less).
- In 1996–97, physical attack or fight without a weapon was generally the most commonly reported crime at the middle and high school levels (9 and 8 per 1,000 public school students, respectively) (figure 8.2 and table 8.8). Theft or larceny was more common at the high school level than at the middle school level (6 vs. 4 per 1,000 students).
- Overall, there was relatively little variation by urbanicity in the crime rates at school discussed here during the 1996–97 school year (as measured by the number of crimes reported per 1,000 public school students) (figure 8.2 and tables 8.7 and 8.8).

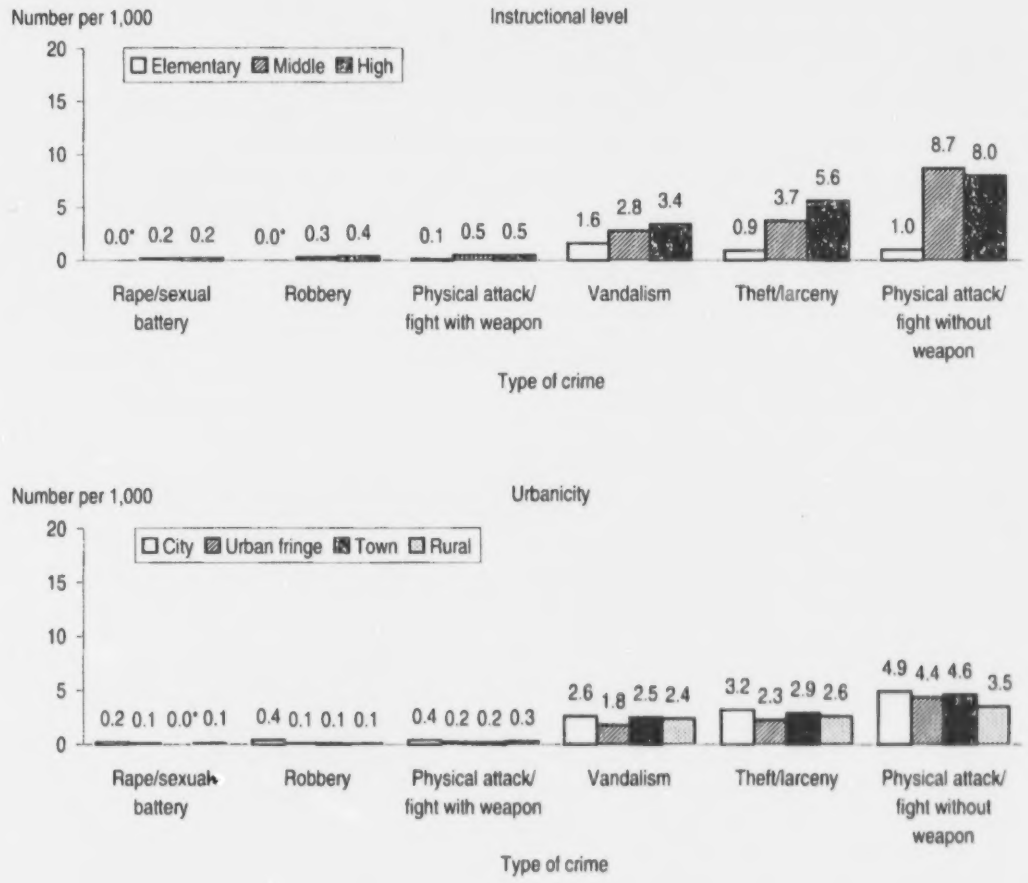
Figure 8.1.—Percentage of public schools that reported one or more criminal incidents to police, by type of crime and instructional level: 1996–97



NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

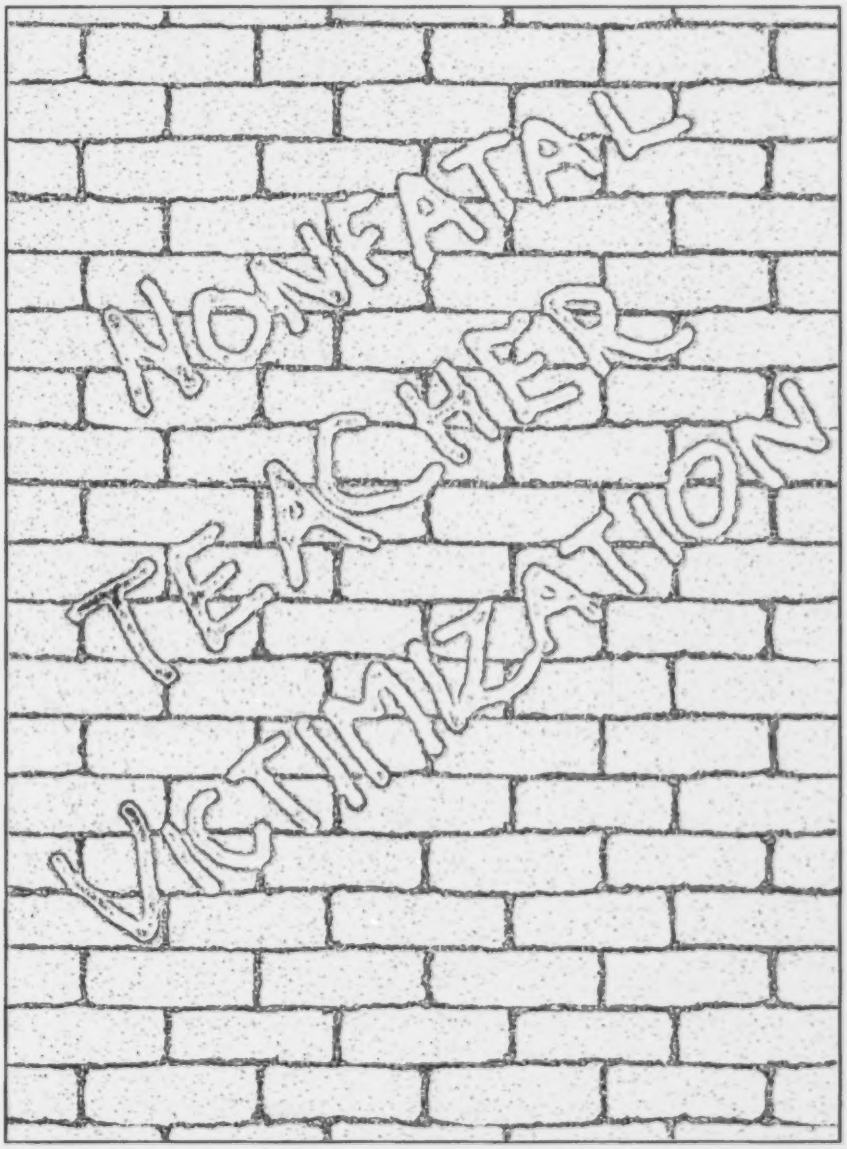
Figure 8.2.—Number of crimes per 1,000 public school students, by type of crime, instructional level, and urbanicity: 1996–97



*Less than 0.05.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.



Nonfatal Teacher Victimization at School—Teacher Reports

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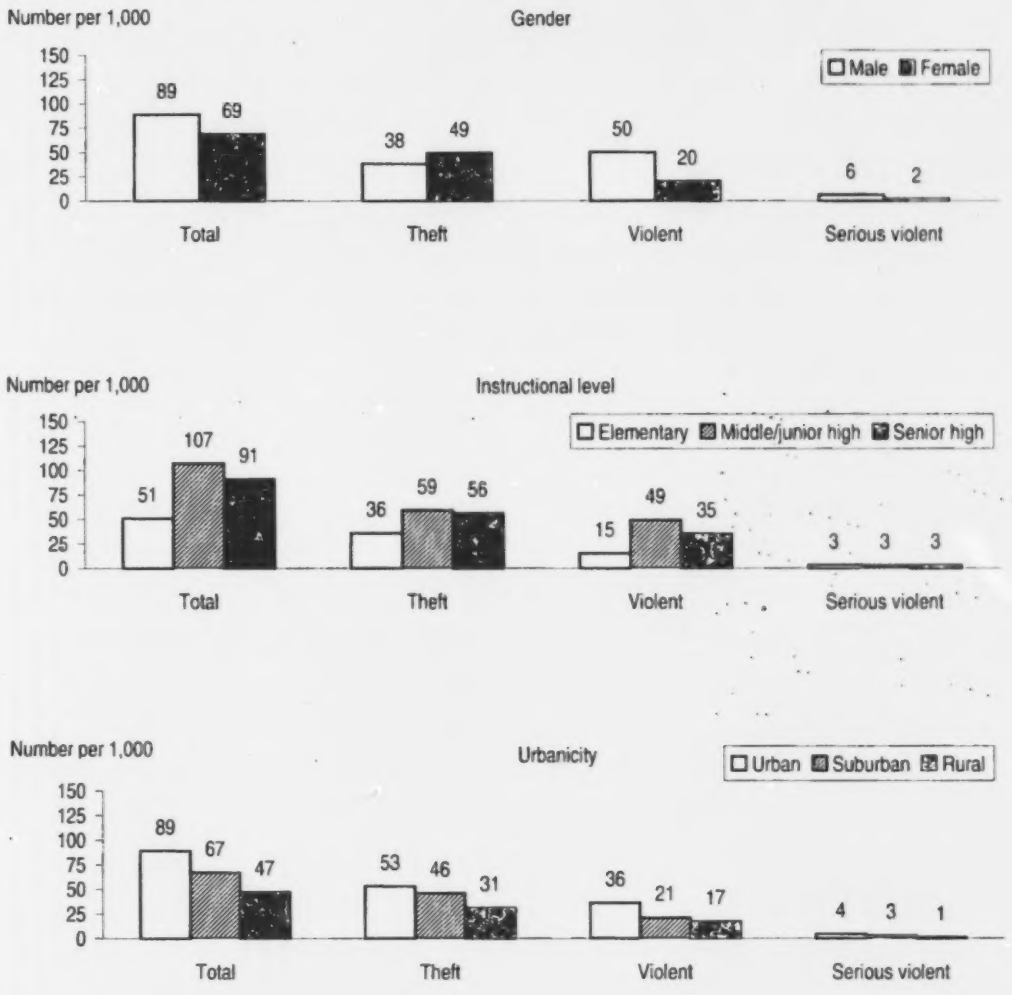
9. Nonfatal teacher victimization at school*

Students are not the only ones who are victims of crime at school. Teachers are also targets of violence and theft in schools. In addition to the personal toll that violence may take on teachers, those who worry about their safety may have difficulty teaching and may leave the profession altogether. Information on the number of crimes against teachers at school can help show the nature and prevalence of the problem.

*This indicator has been updated to include 2000 data.

- Over the 5-year period from 1996 through 2000, teachers were the victims of approximately 1,603,000 nonfatal crimes at school, including 1,004,000 thefts and 599,000 violent crimes (rape or sexual assault, robbery, aggravated assault, and simple assault) (table 9.1). On average, this translates into 321,000 nonfatal crimes per year, or 74 crimes per 1,000 teachers per year. Among the violent crimes against teachers during this 5-year period, there were about 69,000 serious violent crimes (11 percent of the violent crimes), including rape or sexual assault, robbery, and aggravated assault. On average, this translates into 14,000 serious violent crimes per year.
- The average annual violent crime rate for teachers at school varied by gender (figure 9.1 and table 9.1). Over the 5-year period from 1996 through 2000, male teachers were more likely to be victims of violent crimes than female teachers (50 vs. 20 crimes per 1,000 teachers).
- During the 1996–2000 period, senior high school and middle/junior high school teachers were more likely to be victims of violent crimes (most of which were simple assaults) than elementary school teachers (35 and 49, respectively, vs. 15 crimes per 1,000 teachers) (figure 9.1 and table 9.1). Senior high school and middle/junior high school teachers also were more likely to experience theft at school than elementary school teachers (56 and 59, respectively, vs. 36 thefts per 1,000 teachers).
- Teachers were differentially victimized by violent crimes at school according to the location of where they taught (figure 9.1 and table 9.1). For example, over the 5-year period from 1996 through 2000, urban teachers were more likely to be victims of violent crimes than suburban and rural teachers (36 vs. 21 and 17, respectively, per 1,000 teachers). Teachers in urban areas were more likely to experience theft at school than those in rural areas (53 and 31 respectively, per 1,000 teachers), but no differences were detected when urban teachers' experiences of theft were compared to suburban teachers (53 and 46, per 1,000 teachers).

Figure 9.1.—Average annual number of nonfatal crimes against teachers at school per 1,000 teachers, by type of crime and selected characteristics: Aggregated from 1996 through 2000



NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. The data were aggregated from 1996 through 2000 due to the small number of teachers in each year's sample. Detail may not add to totals because of rounding. "At school" includes inside the school building, on school property, at the work site, or while working. For thefts, "while working" was not considered, since thefts of teachers' property kept at school can occur when teachers are not present.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1996 to 2000.

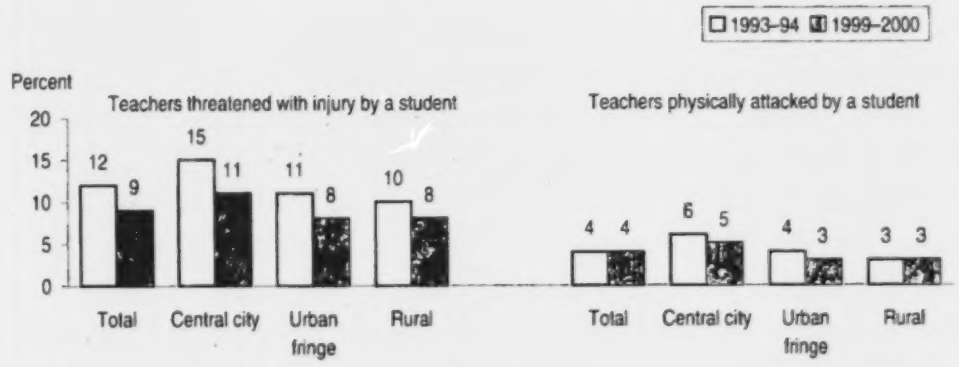
10. Prevalence of teachers being threatened with injury or attacked by students*

Some of the offenses against teachers are committed by students. Data on threats and physical attacks against elementary and secondary teachers by students can provide a snapshot of the prevalence of this problem.

*This indicator has been updated to include 1999–2000 data.

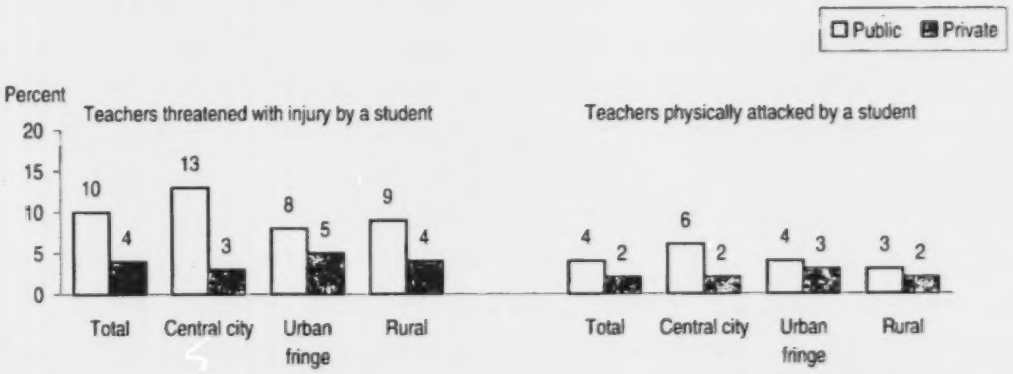
- A smaller percentage of elementary and secondary school teachers were threatened with injury by a student from their school in the 1999–2000 school year than in the 1993–1994 school year (9 percent vs. 12 percent, respectively) (table 10.1). In both years, 4 percent of teachers were physically attacked by a student (table 10.2).
- In both survey years, teachers in central city schools were more likely to be threatened with injury or physically attacked than were teachers in urban fringe or rural schools (figure 10.1 and tables 10.1 and 10.2). In 1999–2000, 11 percent of teachers in central city schools had been threatened with injury by students, compared with 8 percent in both urban fringe and rural schools. Five percent of teachers in central city schools had been attacked by students, compared with 3 percent in both urban fringe and rural schools. No differences were detected in the percentage of teachers being threatened or attacked when urban fringe and rural schools were compared.
- Black teachers were more likely to be threatened than White teachers in 1999–2000 (12 percent vs. 9 percent); however, the prevalence of teachers being attacked by students did not vary according to the racial/ethnic backgrounds of teachers (tables 10.1 and 10.2).
- In 1999–2000, secondary school teachers were more likely than elementary school teachers to have been threatened with injury by a student from their school (10 percent vs. 8 percent) (table 10.1). However, they were less likely than elementary school teachers to have been physically attacked by a student (2 percent vs. 6 percent) (table 10.2).
- Public school teachers were more likely than private school teachers to be victimized by students in school in 1999–2000 (figure 10.2 and tables 10.1 and 10.2). Ten percent of public school teachers had been threatened with injury by students, compared with 4 percent of private school teachers. Four percent of public school teachers had been physically attacked by students, compared with 2 percent of private school teachers.
- Teachers in public central city schools were four times more likely to be targets of threats of injury and about three times more likely to be targets of attacks than their colleagues in private central city schools in 1999–2000 (figure 10.2 and tables 10.1 and 10.2).

Figure 10.1.—Percentage of teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the past 12 months, by urbanicity: 1993–94 and 1999–2000

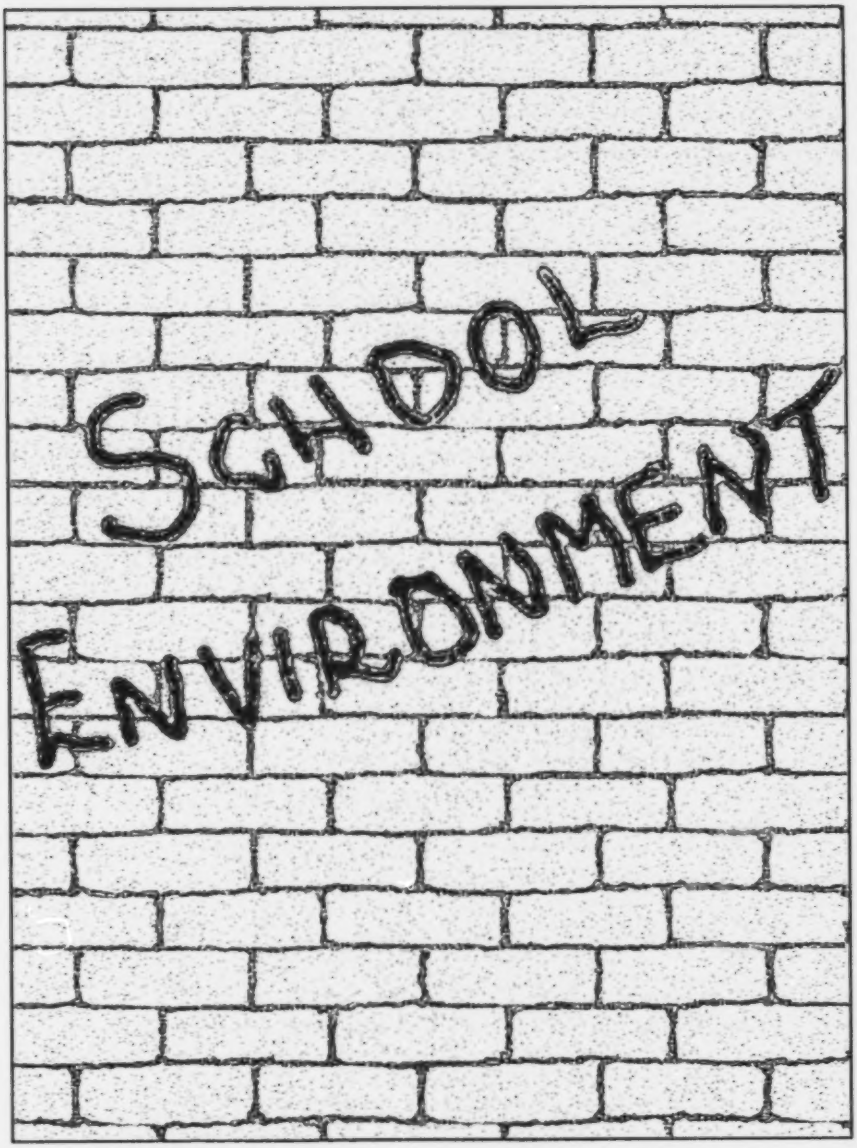


SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Teacher and School Surveys," 1993–94 and 1999–2000.

Figure 10.2.—Percentage of teachers who reported that they were threatened with injury or that they were physically attacked by a student from school during the past 12 months, by urbanicity and control: 1999–2000



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Teacher and School Surveys," 1999–2000.



School Environment

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11. Prevalence of students carrying weapons on school property*

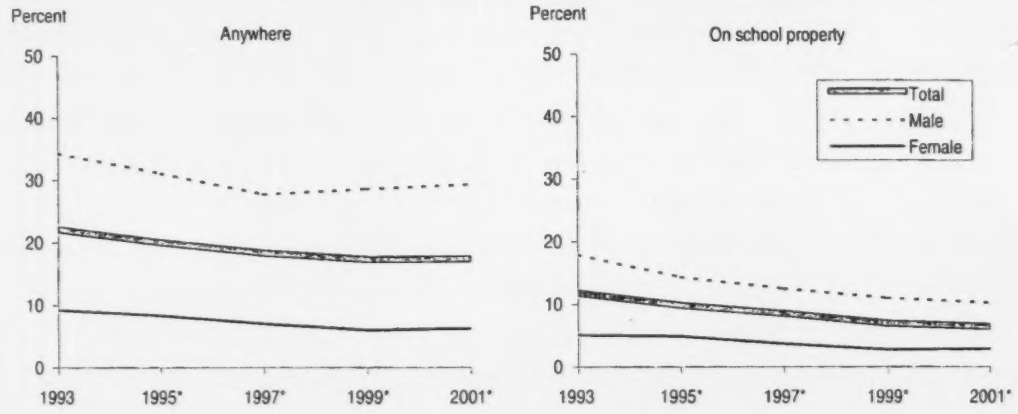
The presence of weapons at school can create an intimidating and threatening atmosphere, making teaching and learning difficult. The percentage of students who report that they carry a gun or other weapon on school property is an indicator of the breadth of the problem of weapons at school.

*This indicator has been updated to include 2001 data.

- In 2001, 17 percent of students in grades 9 through 12 reported carrying a weapon such as a gun, knife, or club anywhere[6] in the past 30 days (table 11.2). About 6 percent reported they had carried a weapon on school property (table 11.1).
- Between 1993 and 2001, the percentage of students who reported carrying a weapon anywhere generally declined from 22 percent to 17 percent (table 11.2). There was also a decline in the percentage of students who carried a weapon at school—from 12 percent in 1993 to 6 percent in 2001 (table 11.1).
- In all years, males were at least three times more likely than females to carry a weapon—both anywhere and on school property (figure 11.1 and tables 11.1 and 11.2). For example, in 2001, 10 percent of males carried a weapon on school property, compared with 3 percent of females.
- Students in lower grades were generally more likely to have carried a weapon anywhere than were students in higher grades in all survey years except 1999 (figure 11.2 and table 11.2). However, at school, no differences were found among grade levels for students carrying a weapon at school in all years except 1995 (table 11.1).
- In 2001, few differences could be detected by race/ethnicity in the percentages of students carrying weapons anywhere and on school property (tables 11.1 and 11.2).[7]

[6] The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days they carried a weapon.
[7] While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

Figure 11.1.—Percentage of students in grades 9 through 12 who reported carrying a weapon at least 1 day in the past 30 days, by gender: 1993, 1995, 1997, 1999, and 2001

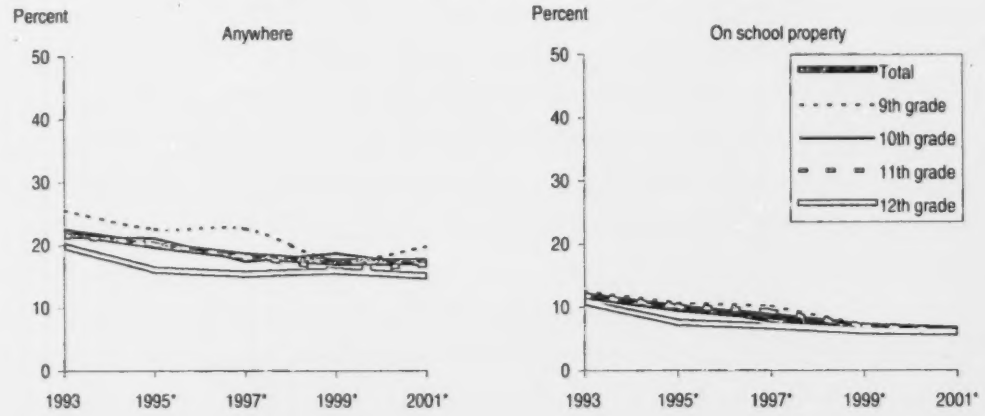


*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days they carried a weapon.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Figure 11.2.—Percentage of students in grades 9 through 12 who reported carrying a weapon at least 1 day in the past 30 days, by grade: 1993, 1995, 1997, 1999, and 2001



*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days they carried a weapon.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

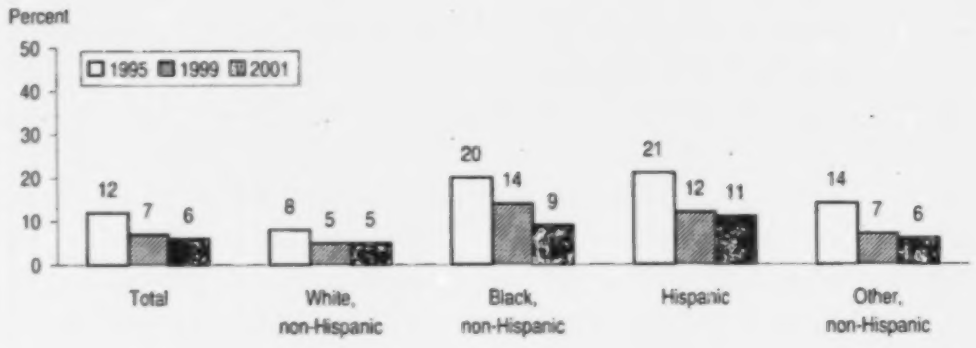
12. Students' perceptions of personal safety at school or on the way to and from school and away from school*

One consequence of school violence is the fear that it can instill in students. Students who fear for their own safety may not be able or ready to learn. Concerns about vulnerability to attacks by others at school and away from school may also have a detrimental effect on the school environment and learning.

*This indicator has been updated to include 2001 data. See appendix B for details on changes to the questionnaire among survey years.

- Between 1995 and 1999, there was a decrease in the percentage of students feeling unsafe while they were at school or on the way to and from school (table 12.1). However, between 1999 and 2001, there was no significant change in the percentage of students feeling unsafe at school or on the way to or from school. In 1995, 12 percent of students ages 12 through 18 reported that they sometimes or most of the time were fearful at school, compared to 7 percent in 1999 and 6 percent in 2001.
- In both 1999 and 2001, students were more likely to be afraid of being attacked at school or on the way to and from school than away from school (table 12.1). For example, in 2001, 6 percent feared being attacked at school, while 5 percent feared being attacked away from school.
- In both 1999 and 2001, Black and Hispanic students were more likely than White students to fear for their safety both at school or on the way to and from school and away from school (figures 12.1 and 12.2 and table 12.1).
- For all survey years, students in lower grades were more likely than students in higher grades to fear attacks at school or on the way to and from school. For example, in 2001, 11 percent of students in grade 6 feared for their safety while at school, compared with 3 percent of students in grade 12.
- Students in urban schools were more likely than students in suburban and rural schools to fear being attacked when at school or on the way to and from school in all three survey years (table 12.1). In 2001, 10 percent of students in urban schools feared being attacked when at school, compared with 5 percent of students in suburban schools and 6 percent of students in rural schools.

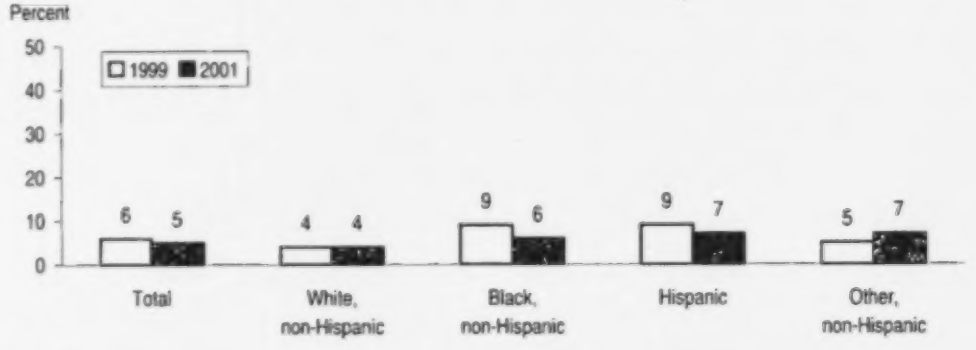
Figure 12.1.—Percentage of students ages 12 through 18 who reported fear at school or on the way to and from school during the previous 6 months, by race/ethnicity: 1995, 1999, and 2001



NOTE: In 1995 and 1999, students reported fear of "attack or harm" at school during the previous 6 months. In 2001, students reported fear of "attack or threat of attack" at school during the previous 6 months. Includes students who reported that they sometimes or most of the time feared being victimized in this way. See appendix B for details.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995, 1999, and 2001.

Figure 12.2.—Percentage of students ages 12 through 18 who reported fear away from school during the previous 6 months, by race/ethnicity: 1999 and 2001



NOTE: In 1999, students reported fear of "attack or harm" away from school during the previous 6 months. In 2001, students reported fear of "attack or threat of attack" away from school during the previous 6 months. Includes students who reported that they sometimes or most of the time feared being victimized in this way. See appendix B for details.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999 and 2001.

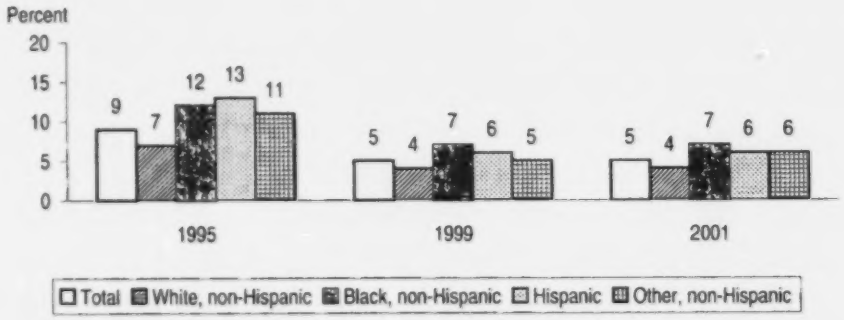
13. Students' reports of avoiding places in school*

Crime in school may lead students to perceive specific areas in school as unsafe. In trying to ensure their own safety, they begin to avoid these areas. Changes in the percentage of students avoiding areas in school may be a good barometer of how safe schools are—at least in the minds of those who attend these schools.

*This indicator has been updated to include 2001 data. See appendix B for details on changes to the questionnaire among survey years.

- Between 1995 and 1999, the percentage of students ages 12 through 18 who avoided one or more places in school decreased from 9 percent in 1995 to 5 percent in 1999 (figure 13.1 and table 13.1). However, between 1999 and 2001, the percentage remained stable at 5 percent.
- In 1995 and 1999, both Black and Hispanic students were more likely than White students to report avoiding places (figure 13.1 and table 13.1). In 2001, Black students were more likely than White students to report avoiding places in school. No differences were detected between students of other racial/ethnic backgrounds in this year.
- In 2001, students in lower grades were more likely than students in higher grades to report avoiding areas in school (table 13.1). For example, 7 percent of 6th-graders avoided areas in school, compared with 3 percent of 12th-graders.
- In both 1995 and 2001, students in urban areas were more likely than suburban students to avoid places in school (6 percent vs. 4 percent, respectively, in 2001) (figure 13.2 and table 13.1). However, in 1999, there were no such differences between urban and suburban students.

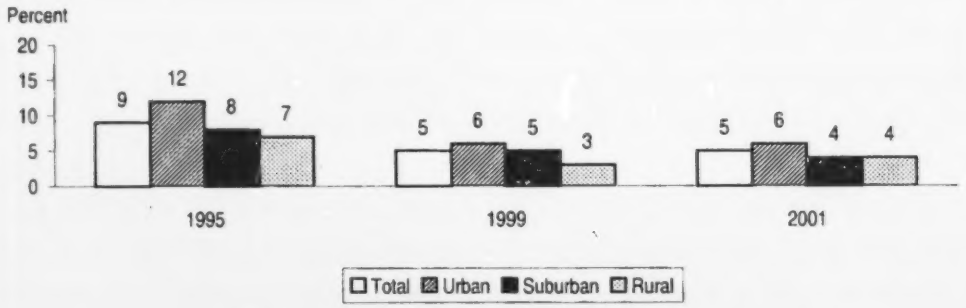
Figure 13.1.—Percentage of students ages 12 through 18 who reported that they avoided one or more places in school during the previous 6 months, by race/ethnicity: 1995, 1999, and 2001



NOTE: Places include the entrance into the school, any hallways or stairs in the school, parts of the school cafeteria, any school restrooms, and other places inside the school building. See appendix B for details on changes to the questionnaire among survey years.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995, 1999, and 2001.

Figure 13.2.—Percentage of students ages 12 through 18 who reported that they avoided one or more places in school during the previous 6 months, by urbanicity: 1995, 1999, and 2001



NOTE: Places include the entrance into the school, any hallways or stairs in the school, parts of the school cafeteria, any school restrooms, and other places inside the school building. See appendix B for details on changes to the questionnaire among survey years.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995, 1999, and 2001.

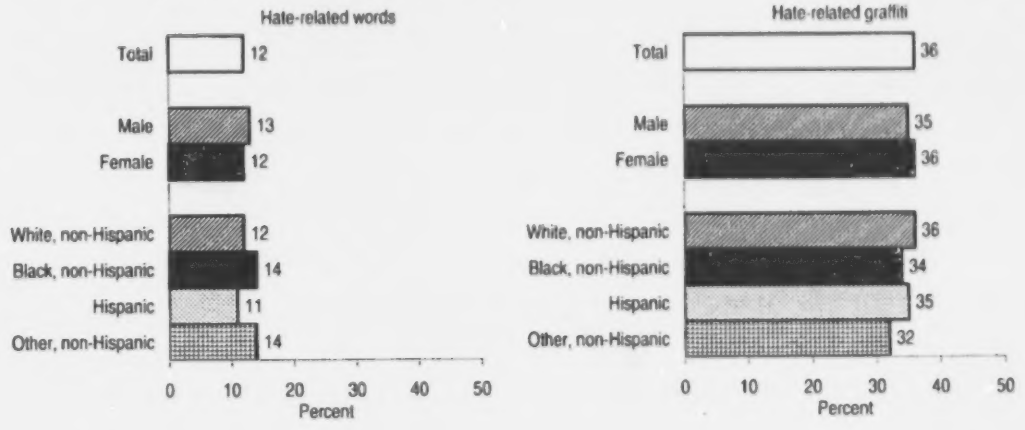
14. Students' reports of being called hate-related words and seeing hate-related graffiti*

A student's exposure to hate-related words or symbols at school may increase his or her feeling of vulnerability. An environment in which students are confronted with discriminatory behavior creates a climate of hostility that is not conducive to learning.

*This indicator has been updated to include 2001 data.

- In 2001, 12 percent of students ages 12 through 18 reported that someone at school had used hate-related words against them (table 14.1). That is, in the 6 months prior to the survey, someone at school called them a derogatory word having to do with race, religion, ethnicity, disability, gender, or sexual orientation. Over 4 percent of respondents reported that the hate-related words related to their race, about 3 percent reported that the hate-related words related to their ethnicity or gender, and between 1 and 2 percent reported that the hate-related words related to their religion, disability, or sexual orientation.
- In both 1999 and 2001, 36 percent of students saw hate-related graffiti at school (table 14.2).
- In 2001, there were no differences measured by race/ethnicity or gender in students' likelihood of reporting either being called hate-related words or seeing hate-related graffiti at school (tables 14.1 and 14.2 and figure 14.1). However, there were differences among these groups in terms of exposure to specific types of hate-related words. For example, females were more likely to report gender-related hate words than males, and Blacks were more likely to report race-related hate words than Whites (4 percent of females vs. 1 percent of males and 8 percent of Blacks vs. 3 percent of Whites).
- Students in public schools were more likely than students in private schools to report being called hate-related words or to see hate-related graffiti in 2001 (tables 14.1 and 14.2).

Figure 14.1.—Percentage of students ages 12 through 18 who reported being targets of hate-related words or who saw hate-related graffiti at school during the previous 6 months, by gender and race/ethnicity: 2001



NOTE: "At school" means in the school building, on school property, on a school bus, or going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 2001.

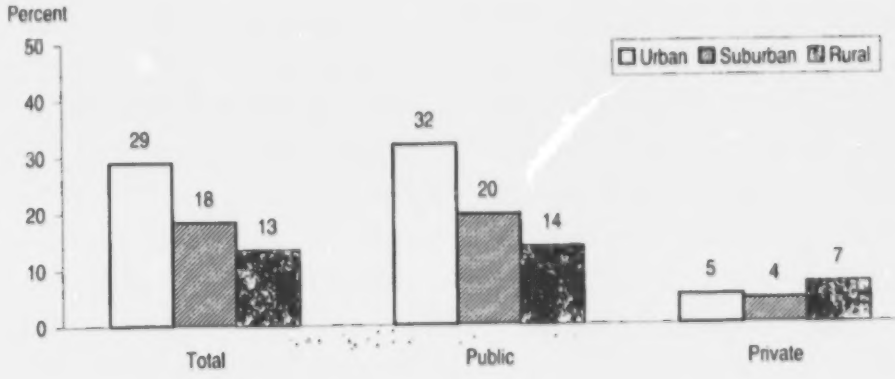
15. Students' reports of gangs at school

Street gangs are organized groups that are often involved in drugs, weapons trafficking, and violence. The presence of street gangs in school can be very disruptive to the school environment. Street gangs may not only create fear among students but also increase the level of violence in school. The percentage of students who report the presence of street gangs in their schools indicates the existence and severity of the gang problem in schools.

*This indicator has been updated to include 2001 data. See appendix B for details on questionnaire changes in 2001.

- In 2001, 20 percent of students reported that street gangs were present at their schools (figure 15.1 and table 15.1). Students in urban schools were more likely to report that there were street gangs at their schools (29 percent) than were suburban and rural students (18 percent and 13 percent, respectively).
- Hispanic and Black students were more likely than White students to report the existence of street gangs in their schools in 2001 (32 percent and 29 percent, respectively, vs. 16 percent) (table 15.1). This was also true for students in urban schools and suburban schools.
- Gangs were more likely to be reported in public schools than in private schools (figure 15.1 and table 15.1). In 2001, 22 percent of students in public schools reported that street gangs were present in their schools, compared with 5 percent in private schools. Among public schools, students in urban schools were more likely than students in suburban or rural schools to report street gangs. However, among private schools, no differences were found in students' reports of gangs irrespective of where their schools were located.

Figure 15.1.—Percentage of students ages 12 through 18 who reported that street gangs were present at school during the previous 6 months, by urbanicity and control: 2001



NOTE: "At school" means in the school building, on school property, on a school bus, or going to and from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 2001.

16. Public school principals' perceptions of discipline issues at school

Discipline problems in a school may contribute to an overall climate in which violence may occur. Schools that suffer from student drug or alcohol use, physical conflicts, or student disrespect for teachers may be filled with pressures that result in school violence.

*This indicator has been updated to include 1999–2000 data.

- Public school principals were more likely to consider some discipline issues at their schools serious or moderate problems than other issues.* For example, in 1999–2000, student tardiness and absenteeism were reported as problems by about 30 percent of principals (32 percent and 29 percent, respectively) (table 16.1). However, vandalism of school property and robbery or theft were considered to be serious or moderate problems in 6 percent and 4 percent of public schools, respectively. Student possession of weapons was reported as a serious or moderate problem by 1 percent of public school principals.
- With the exception of physical conflicts among students, secondary school principals were more likely than elementary school principals to report disciplinary issues as a serious or moderate problem in their school in 1999–2000 (table 16.1 and figure 16.1).
- Reports of disciplinary issues from secondary school principals varied between 1993–94 and 1999–2000. Reports of student tardiness as a serious or moderate problem increased from 43 percent to 48 percent, and reports of student drug abuse also increased from 30 percent to 39 percent (table 16.1). On the other hand, secondary school principal reports of physical conflicts, vandalism, robbery or theft, and student possession of weapons decreased during this time period (from 20 to 12 percent, 10 to 7 percent, 11 to 7 percent, and 7 to 2 percent, respectively).

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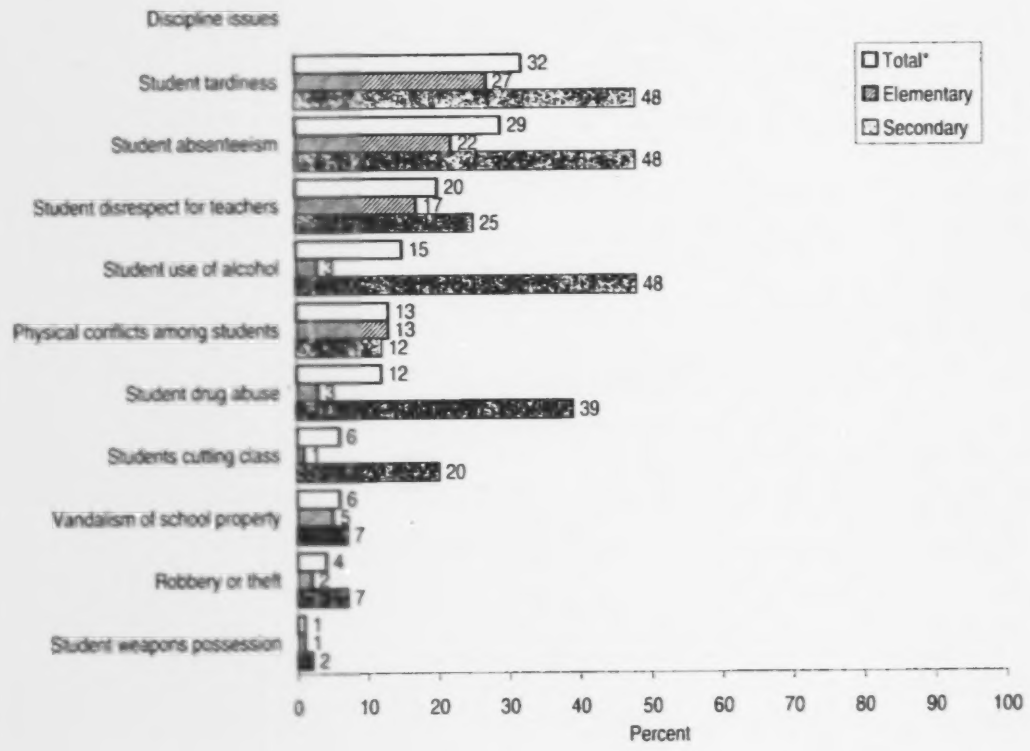
*The issues were student tardiness, student absenteeism, student disrespect for teachers, student use of alcohol, physical conflicts among students, student drug abuse, students cutting class, vandalism of school property, robbery or theft, and student possession of weapons.

Figure 16.1.—Percentage of public school principals who reported that selected discipline issues were a serious or moderate problem in their school, by school level: 1999–2000



*Includes combined elementary/secondary schools not shown separately.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public and Public Charter School Principal Surveys," 1999–2000.

17. Prevalence of students using alcohol*

The consumption of alcohol by students on school property, a crime in itself, may also lead to other crimes and misbehavior. It can lead to a school environment that is harmful to students, teachers, and staff.

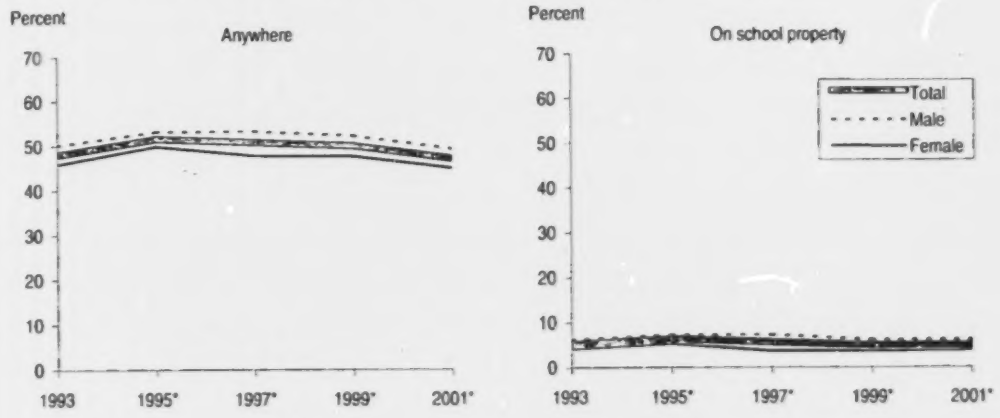
*This indicator has been updated to include 2001 data.

- In 2001, 47 percent of students in grades 9 through 12 had at least one drink of alcohol anywhere[9] in the 30 days before being surveyed (table 17.1). A small percentage (5 percent) had at least one drink on school property during the same period.
- There were no consistent patterns of increase or decrease found in the percentage of students who had consumed alcohol between 1993 and 2001—both anywhere and on school property (figure 17.1 and table 17.1).
- In every survey year except for 1995, males were more likely than females to have used alcohol anywhere (figure 17.1 and table 17.1). Furthermore, in every survey year, males were more likely than females to use alcohol on school property. For example, in 2001, 6 percent of males had used alcohol on school property, compared with 4 percent of females.
- In every survey year, students in higher grades were more likely to report drinking alcohol anywhere than were students in lower grades (figure 17.2 and table 17.1). However, no differences were found among grade levels for students' reports of drinking alcohol on school property in every survey year.
- Asian students were less likely to use alcohol anywhere than White, Hispanic or Latino, and American Indian or Alaska Native students in 2001 (28 percent compared to 50, 49, and 51 percent, respectively) (table 17.1). However, when comparing Asian students' use of alcohol on school property to these groups' use, no difference could be detected (7 percent compared to 4, 7, and 8 percent, respectively).[10]

[9]The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days did they have at least one drink of alcohol.

[10]While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

Figure 17.1.—Percentage of students in grades 9 through 12 who reported using alcohol in the last 30 days, by gender: 1993, 1995, 1997, 1999, and 2001

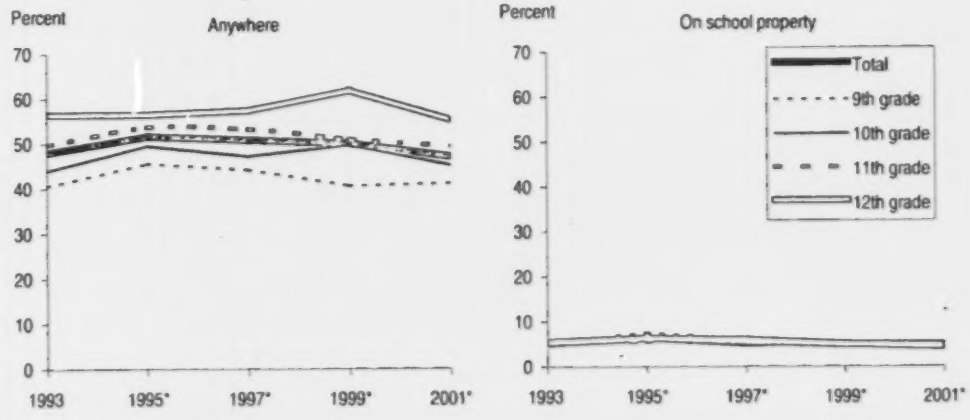


*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days did they have at least one drink of alcohol.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Figure 17.2.—Percentage of students in grades 9 through 12 who reported using alcohol in the last 30 days, by grade: 1993, 1995, 1997, 1999, and 2001



*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days did they have at least one drink of alcohol.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

18. Prevalence of students using marijuana*

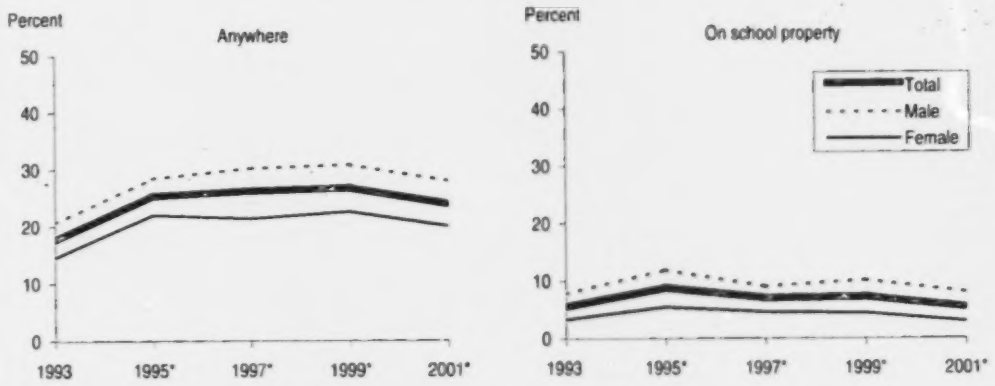
The use of drugs at school may cause disruptions in the learning environment. The consumption of these substances, such as marijuana, can lead to a school environment that is harmful to students, teachers, and school administrators.

*This indicator has been updated to include 2001 data.

- In 2001, 24 percent of students in grades 9 through 12 reported using marijuana anywhere[11] during the last 30 days, whereas 5 percent of students reported using marijuana on school property (table 18.1).
- Overall, there were no consistent patterns of increase or decrease found in the percentage of students who had used marijuana between 1993 and 2001—both anywhere and on school property (table 18.1).
- Males were more likely than females to have used marijuana in every survey year—both anywhere and on school property (figure 18.1 and table 18.1). For example, in 2001, 8 percent of males and 3 percent of females reported using marijuana on school property.
- In 2001, students in lower grades were less likely than students in higher grades to report using marijuana anywhere (figure 18.2 and table 18.1). However, students' grade in school was not associated with their use of marijuana on school property.
- In 2001, Asian students were less likely than White, Black or African American, Hispanic or Latino, and American Indian or Alaska Native students to report using marijuana anywhere (table 18.1). However, regarding marijuana use at school among these groups, no differences could be detected.[12]

[11]The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times during the past 30 days they used marijuana.
[12]While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

Figure 18.1.—Percentage of students in grades 9 through 12 who reported using marijuana in the last 30 days, by gender: 1993, 1995, 1997, 1999, and 2001

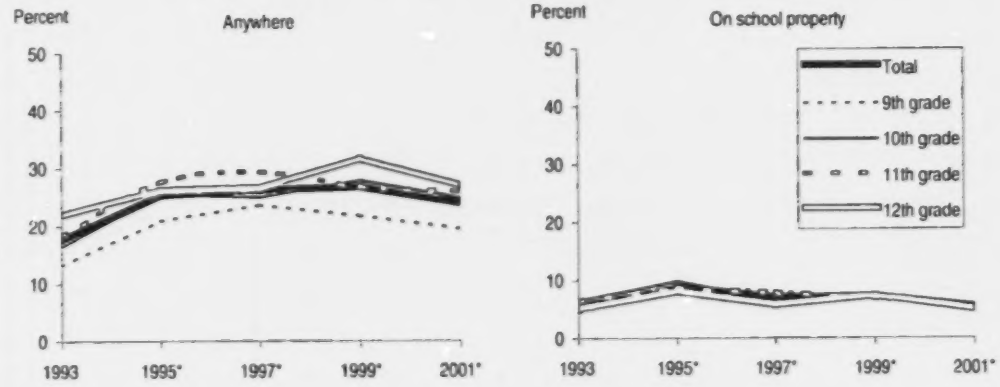


*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times during the past 30 days they used marijuana.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Figure 18.2.—Percentage of students in grades 9 through 12 who reported using marijuana in the last 30 days, by grade: 1993, 1995, 1997, 1999, and 2001



*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times during the past 30 days they used marijuana.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

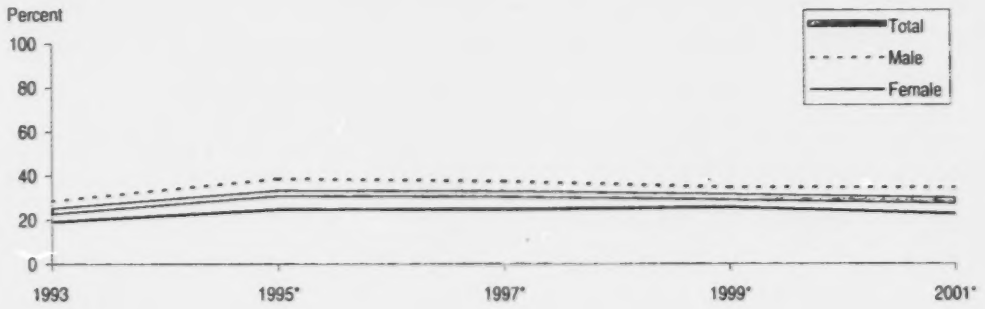
19. Prevalence of students reporting drugs were made available to them on school property*

Schools can be places where young people are offered or can purchase illegal drugs. The availability of drugs on school property is a disruptive and corrupting influence in the school environment.

*This indicator has been updated to include 2001 data.

- In 2001, 29 percent of all students in grades 9 through 12 reported that someone had offered, sold, or given them an illegal drug on school property in the 12 months prior to the survey (table 19.1). There were no consistent patterns of increase or decrease found in the percentage of students who had reported that drugs were made available to them on school property between 1993 and 2001.
- In each survey year, males were more likely than females to report that drugs were offered, sold, or given to them on school property (figure 19.1 and table 19.1). For example, in 2001, 35 percent of males reported the availability of drugs, while 23 percent of females did so.
- Students' grade level in school does not appear to be associated with whether they had been offered, sold, or given drugs on school property (table 19.1). Generally, in each survey year, the percentage of students in each grade level who reported the availability of illegal drugs did not differ.
- In 1999 and 2001, there were few differences by racial/ethnic background in students' reports of having illegal drugs offered, sold, or given to them on school property (figure 19.2 and table 19.1).[13]

Figure 19.1.—Percentage of students in grades 9 through 12 who reported that drugs were made available to them on school property during the last 12 months, by gender: 1993, 1995, 1997, 1999, and 2001



*The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

[13]While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

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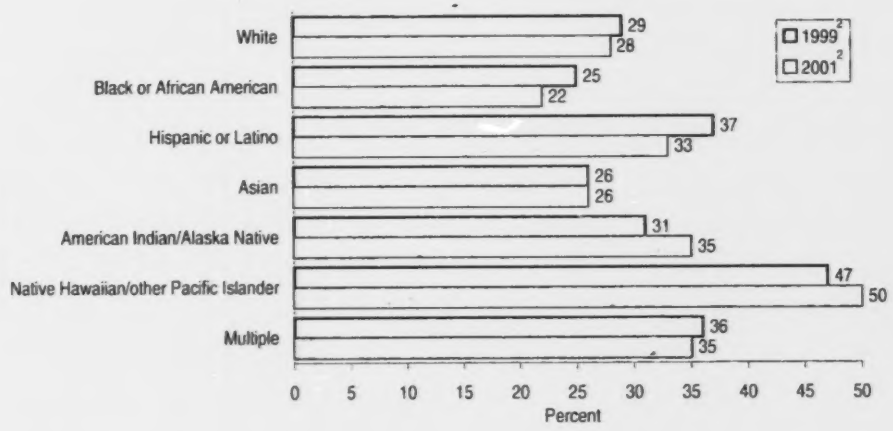
Figure 19.2.—Percentage of students in grades 9 through 12 who reported that drugs were made available to them on school property during the last 12 months, by race/ethnicity:[1] 1999 and 2001



[1]Hispanics and Latinos are not included in these race/ethnicity categories unless specified.

[2]The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1999 and 2001.

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Supplemental Tables

Table 1.1.—Number of school-associated violent deaths[1] occurring at school and away from school: 1992–93 to 1998–99

Year	Homicides of youth ages 5 to 19		Suicides of youth ages 5 to 19		Total student, nonstudent, and staff school-associated violent deaths[1]
	Homicides[2] at school	Homicides[3] away from school	Suicides[2] at school	Suicides[4] away from school	
Total	218	22,323	37	14,813	358
1992–93	34	3,595	6	2,199	57
1993–94	29	3,816	7	2,263	48
1994–95	28	3,563	7	2,220	48
1995–96	32	3,313	6	2,113	53
1996–97	28	2,953	1	2,108	48
1997–98	34	2,725	6	2,055	57
1998–99	33	2,358	4	1,855	47

[1]School-associated violent deaths include a homicide, suicide, legal intervention, or unintentional firearm-related death in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at such a school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims included nonstudents as well as students and staff members. Total school-associated violent deaths include: in 1992–93, 47 homicides and 10 suicides; 1993–94, 38 homicides and 10 suicides; 1994–95, 39 homicides, 8 suicides, and 1 unintentional death; 1995–96, 46 homicides, 6 suicides, and 1 legal intervention; 1996–97, 45 homicides, 2 suicides, and 1 legal intervention; 1997–98, 47 homicides, 9 suicides, and 1 legal intervention; 1998–99, 38 homicides, 6 suicides, 2 legal intervention, and 1 unintentional death.

[2]Homicides and suicides of youth ages 5 to 19 at school, July 1,1992 to June 30, 1999.

[3]Homicides of youth ages 5 to 19 away from school, July 1, 1992 to June 30, 1999.

[4]Suicides of youth ages 5 to 19 away from school, 1993 to 1999 calendar years.

NOTE: "At school" includes on school property, on the way to or from school, and while attending or traveling to or from a school-sponsored event.

SOURCE: Homicides and suicides of youth ages 5 to 19 at school and total school-associated violent deaths compiled from a special tabulation using preliminary data from the School-Associated Violent Deaths Study, 1992–1999; Data on suicides of youth ages 5 to 19 away from school are from the National Center for Health Statistics, National Vital Statistics System for numbers of deaths, U.S. Bureau of Census for population estimates. Statistics compiled using WISQARS™ produced by the Office of Statistics and Programming, National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, data downloaded May 2001; Homicides of youth ages 5 to 19 away from school are compiled from Fox, J.A. Uniform Crime Reports (U.S.): Supplementary Homicide Reports, 1976–1999 [Computer file]. Inter-university Consortium for Political and Social Research (ICPSR) version. Boston, MA: Northeastern University, College of Criminal Justice, 2001. Ann Arbor, MI: ICPSR, data downloaded May 2001.

Table 2.1.—Number of nonfatal crimes against students ages 12 through 18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992 to 2000

Student characteristics	1992				1993				1994			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	3,409,200	2,260,500	1,148,600	245,400	3,795,200	2,357,000	1,438,200	306,700	3,795,500	2,371,500	1,424,000	322,400
Gender												
Male	2,058,400	1,278,000	780,400	183,200	2,168,000	1,275,100	892,900	180,200	2,109,600	1,265,600	844,000	200,600
Female	1,350,700	982,500	368,200	62,200	1,627,200	1,081,900	545,300	126,500	1,685,800	1,105,800	580,000	121,700
Age												
12–14	1,858,900	1,134,200	724,700	172,000	2,123,200	1,241,100	882,100	182,400	2,140,000	1,246,500	893,400	201,800
15–18	1,550,300	1,126,400	423,900	73,300	1,672,100	1,115,900	556,100	124,300	1,655,500	1,124,900	530,600	120,600
Race/ethnicity												
White, non-Hispanic	2,526,700	1,694,300	832,400	148,000	2,832,800	1,775,700	1,057,100	188,400	2,670,800	1,726,600	944,300	179,700
Black, non-Hispanic	443,300	262,300	181,000	71,500	507,800	300,600	207,200	88,100	552,800	320,100	232,700	60,000
Hispanic	299,200	191,300	107,900	25,900[2]	335,500	193,800	141,600	25,100	431,700	234,000	197,700	70,200
Other, non-Hispanic	111,600	95,300	16,300[2]	†	90,700	64,200	26,500	5,100[2]	105,600	68,300	37,200	12,500[2]
Urbanicity												
Urban	883,000	572,300	310,700	95,600	967,200	557,100	410,200	100,700	978,200	534,800	443,400	140,300
Suburban	1,809,200	1,226,700	582,500	115,000	2,023,000	1,319,500	703,500	135,300	2,036,300	1,293,400	742,900	153,600
Rural	717,000	461,500	255,500	34,700[2]	804,900	480,500	324,500	70,700	780,900	543,300	237,700	28,500
Household income												
Less than $7,500	249,300	132,800	116,400	27,400[2]	253,600	105,900	147,700	27,900	185,000	90,600	94,400	40,400
$7,500–14,999	335,800	196,700	139,200	38,300[2]	340,100	205,000	135,100	36,400	322,100	202,300	119,800	15,900[2]
$15,000–24,999	415,200	199,700	215,600	53,100	489,000	266,500	222,500	36,000	494,900	312,400	182,500	44,100
$25,000–34,999	489,800	334,700	155,100	16,900[2]	684,300	471,100	213,200	36,600	572,200	313,500	258,700	55,100
$35,000–49,999	765,000	564,000	201,000	38,600[2]	670,900	418,500	252,400	58,200	741,500	473,500	268,000	50,500
$50,000–74,999	511,100	406,500	104,600	12,000[2]	639,300	430,800	208,500	43,200	668,000	421,300	246,700	53,300
$75,000 or more	382,300	252,000	130,300	31,000[2]	406,700	300,700	106,000	19,700[2]	438,900	314,500	124,400	19,800[2]

NOTE: See footnotes at end of table.

Table 2.1.—Number of nonfatal crimes against students ages 12 through 18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992 to 2000—Continued

Student characteristics	1995				1996				1997			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	3,467,900	2,177,900	1,290,000	222,500	3,163,000	2,028,700	1,134,400	225,400	2,721,200	1,666,000	1,055,200	201,800
Gender												
Male	1,995,600	1,216,200	779,400	144,800	1,802,200	1,046,100	756,100	148,200	1,555,500	878,300	677,200	133,100
Female	1,472,300	961,700	510,500	77,600	1,360,800	982,500	378,200	77,200	1,165,700	787,700	378,000	68,700
Age												
12–14	2,046,300	1,195,900	850,400	145,900	1,757,000	1,061,300	695,700	103,400	1,441,500	809,600	631,900	114,200
15–18	1,421,600	982,000	439,600	76,600	1,406,000	967,400	438,700	122,000	1,279,700	856,400	423,200	87,600
Race/ethnicity												
White, non-Hispanic	2,512,200	1,594,400	917,800	123,000	2,240,700	1,451,500	789,200	114,600	1,925,100	1,170,200	754,900	122,900
Black, non-Hispanic	449,300	258,800	190,500	53,300	414,100	288,300	125,900	46,100	392,900	244,400	148,500	33,100[2]
Hispanic	373,500	222,200	151,300	36,900	383,300	205,400	178,000	52,600	280,100	163,200	116,900	36,300
Other, non-Hispanic	110,800	85,800	25,100	9,300[2]	116,500	77,600	38,900	12,100[2]	106,900	84,200	22,700[2]	5,300[2]
Urbanicity												
Urban	890,000	547,900	342,000	95,200	913,300	548,500	364,800	102,300	791,100	478,000	313,100	89,000
Suburban	1,907,600	1,197,800	709,800	93,400	1,693,900	1,066,800	627,100	101,400	1,470,500	867,000	603,500	101,900
Rural	670,300	432,200	238,100	33,800	555,900	413,400	142,500	21,700[2]	459,600	321,000	138,600	10,900[2]
Household income												
Less than $7,500	141,300	52,700	88,600	27,800	136,800	87,900	48,900	13,500[2]	86,500	42,800	43,700	4,400[2]
$7,500–14,999	284,900	164,400	120,500	35,600	254,600	149,400	105,200	25,700	251,300	143,400	107,900	16,300[2]
$15,000–24,999	443,500	275,400	168,000	23,800[2]	427,000	241,900	185,100	53,400	363,700	219,500	144,200	31,800
$25,000–34,999	538,800	328,000	210,800	42,000	440,200	264,700	175,500	33,200	390,700	244,400	146,300	23,400
$35,000–49,999	678,800	429,900	248,900	35,000	602,300	383,700	218,600	42,300	468,000	247,700	220,300	47,700
$50,000–74,999	620,800	415,000	205,700	34,500	597,200	410,000	187,200	32,200	501,300	342,500	158,800	36,600
$75,000 or more	495,600	341,300	154,300	13,600[2]	435,400	326,600	108,800	16,000[2]	453,600	303,700	149,900	25,300[2]

NOTE: See footnotes at end of table.

Table 2.1.—Number of nonfatal crimes against students ages 12 through 18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992 to 2000—Continued

Student characteristics	1998				1999				2000			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	2,715,600	1,562,300	1,153,200	252,700	2,489,700	1,605,500	884,100	185,600	1,946,400	1,246,600	699,800	128,400
Gender												
Male	1,536,100	814,900	721,300	144,200	1,366,500	853,500	513,000	111,200	1,122,400	654,400	468,000	98,900
Female	1,179,400	747,500	431,900	108,400	1,123,200	752,000	371,200	74,300	824,000	592,200	231,800	29,600[2]
Age												
12–14	1,475,100	769,300	705,800	162,200	1,426,300	883,000	543,200	127,000	952,900	568,700	384,100	57,200
15–18	1,240,500	793,000	447,400	90,500	1,063,400	722,500	340,900	58,600	993,600	677,800	315,700	71,200
Race/ethnicity												
White, non-Hispanic	1,824,300	1,038,800	785,500	157,100	1,689,500	1,107,300	582,200	95,300	1,310,500	852,700	457,800	60,000
Black, non-Hispanic	464,000	265,700	198,200	48,100	438,200	260,000	178,200	58,900	307,500	197,200	110,300	19,800[2]
Hispanic	315,100	185,900	129,200	42,600	245,400	161,300	84,100	25,700	251,500	135,200	116,400	43,100
Other, non-Hispanic	105,700	67,600	38,100	4,900[2]	93,300	62,300	31,000	5,600[2]	47,000	37,000	10,000[2]	2,500[2]
Urbanicity												
Urban	865,000	503,600	361,400	99,100	681,600	466,500	215,100	63,700	515,500	347,700	167,800	56,700
Suburban	1,319,500	771,000	548,400	91,700	1,340,700	825,800	514,900	110,400	1,059,000	665,500	393,500	54,200
Rural	531,100	287,700	243,400	61,900	467,300	313,200	154,100	11,400[2]	372,000	233,400	138,600	17,500[2]
Household income												
Less than $7,500	136,500	69,900	66,700	21,100[2]	94,900	42,000	52,900	17,200[2]	61,500	32,800	28,600[2]	6,200[2]
$7,500–14,999	242,600	95,700	146,900	30,400[2]	148,500	88,300	60,300	8,900[2]	110,600	59,900	50,700	9,200[2]
$15,000–24,999	428,700	218,300	210,400	35,400	285,900	183,200	102,700	27,400[2]	237,800	159,400	78,400	13,200[2]
$25,000–34,999	351,100	173,000	178,200	52,100	250,400	166,900	83,500	5,900[2]	218,600	125,200	93,500	18,300[2]
$35,000–49,999	361,500	239,100	122,400	27,200[2]	440,600	270,700	169,900	24,600[2]	334,800	200,100	134,700	23,200[2]
$50,000–74,999	497,400	306,700	190,600	45,000	449,200	274,300	174,900	53,900	390,800	266,800	124,100	26,600[2]
$75,000 or more	453,000	303,500	149,500	23,800[2]	501,400	395,600	105,700	28,400[2]	371,900	268,600	103,300	18,900[2]

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics, had a different sample been drawn.

[1]Serious violent crimes are also included in violent crimes.

[2]Estimate based on fewer than 10 cases.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Because of rounding or missing data, detail may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 2000.

Table 2.2.—Number of nonfatal crimes against students ages 12 through 18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 2000

Student characteristics	1992				1993				1994			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	144	95	48	10	155	96	59	12	150	94	56	13
Gender												
Male	168	105	64	15	171	101	70	14	162	97	65	15
Female	117	85	32	5	137	91	46	11	137	90	47	10
Age												
12–14	172	105	67	16	190	111	79	16	187	109	78	18
15–18	120	87	33	6	125	83	42	9	119	81	38	9
Race/ethnicity												
White, non-Hispanic	156	105	52	9	170	106	63	11	156	101	55	11
Black, non-Hispanic	114	67	46	18	128	76	52	22	140	81	59	15
Hispanic	113	72	41	10[2]	118	68	50	9	137	74	63	22
Other, non-Hispanic	129	110	19[2]	†	99	70	29	6[2]	109	71	39	13[2]
Urbanicity												
Urban	141	92	50	15	145	84	62	15	143	78	65	21
Suburban	155	105	50	10	174	113	60	12	169	107	62	13
Rural	124	80	44	6[2]	129	77	52	11	121	84	37	4
Household income												
Less than $7,500	123	65	57	14[2]	123	51	71	13	96	47	49	21
$7,500–14,999	111	65	46	13[2]	123	74	49	13	119	75	44	6[2]
$15,000–24,999	125	60	65	16	137	75	62	10	134	85	50	12
$25,000–34,999	137	94	43	5[2]	187	128	58	10	162	89	73	16
$35,000–49,999	180	133	47	9[2]	157	98	59	14	164	105	59	11
$50,000–74,999	150	119	31	4[2]	170	115	56	12	166	105	61	13
$75,000 or more	206	136	70	17[2]	193	143	50	9[2]	179	129	51	8[2]

NOTE: See footnotes at end of table.

Table 2.2.—Number of nonfatal crimes against students ages 12 through 18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 2000—Continued

	1995				1996				1997			
Student characteristics	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	135	85	50	9	121	78	43	9	102	63	40	8
Gender												
Male	151	92	59	11	134	78	56	11	114	64	50	10
Female	118	77	41	6	107	77	30	6	91	61	29	5
Age												
12–14	176	103	73	13	151	91	60	9	123	69	54	10
15–18	101	70	31	5	97	67	30	8	86	58	29	6
Race/ethnicity												
White, non-Hispanic	147	93	54	7	129	83	45	7	111	67	43	7
Black, non-Hispanic	111	64	47	13	105	73	32	12	95	59	36	8[2]
Hispanic	113	67	46	11	109	58	51	15	76	44	32	10
Other, non-Hispanic	103	80	23	9[2]	108	72	36	11[2]	91	72	19[2]	5[2]
Urbanicity												
Urban	126	78	49	14	126	76	50	14	105	63	42	12
Suburban	153	96	57	7	130	82	48	8	111	66	46	8
Rural	108	70	39	5	95	71	24	4[2]	79	55	24	2[2]
Household income												
Less than $7,500	81	30	51	16	86	55	31	8[2]	64	31	32	3[2]
$7,500–14,999	101	59	43	13	92	54	38	9	93	53	40	6[2]
$15,000–24,999	131	82	50	7[2]	120	68	52	15	107	65	42	9
$25,000–34,999	153	93	60	12	130	78	52	10	114	71	43	7
$35,000–49,999	142	90	52	7	131	84	48	9	105	56	49	11
$50,000–74,999	151	101	50	8	138	95	43	7	110	75	35	8
$75,000 or more	173	119	54	5[2]	139	104	35	5[2]	125	84	41	7[2]

NOTE: See footnotes at end of table.

Table 2.2.—Number of nonfatal crimes against students ages 12 through 18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 2000—Continued

Student characteristics	1998				1999				2000			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	101	58	43	9	92	59	33	7	72	46	26	5
Gender												
Male	111	59	52	10	98	62	37	8	80	47	33	7
Female	91	58	33	8	85	57	28	6	62	45	18	2[2]
Age												
12–14	125	65	60	14	120	74	46	11	80	48	32	5
15–18	83	53	30	6	70	48	23	4	65	45	21	5
Race/ethnicity												
White, non-Hispanic	105	60	45	9	98	64	34	6	75	49	26	3
Black, non-Hispanic	111	64	48	12	106	63	43	14	72	46	26	5[2]
Hispanic	82	48	34	11	62	40	21	6	63	34	29	11
Other, non-Hispanic	89	57	32	4[2]	77	52	26	5[2]	40	32	8[2]	2[2]
Urbanicity												
Urban	117	68	49	13	93	63	29	9	68	46	22	7
Suburban	97	56	40	7	94	58	36	8	74	47	28	4
Rural	93	50	43	11	86	58	28	2[2]	70	44	26	3[2]
Household income												
Less than $7,500	110	56	53	17[2]	86	38	48	15[2]	61	32	28[2]	6[2]
$7,500–14,999	97	38	59	12[2]	70	42	29	4[2]	57	31	26	5[2]
$15,000–24,999	126	64	62	10	90	58	32	9[2]	81	55	27	5[2]
$25,000–34,999	102	50	52	15	77	51	26	2[2]	69	40	30	6[2]
$35,000–49,999	86	57	29	6[2]	108	66	42	6[2]	81	49	33	6[2]
$50,000–74,999	110	68	42	10	100	61	39	12	86	58	27	6[2]
$75,000 or more	112	75	37	6[2]	108	85	23	6[2]	74	54	21	4[2]

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics, had a different sample been drawn.

[1]Serious violent crimes are also included in violent crimes.

[2]Estimate based on fewer than 10 cases.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Population sizes are 23,740,295 students ages 12 through 18 in 1992; 24,557,779 in 1993; 25,326,989 in 1994; 25,715,220 in 1995; 26,151,364 in 1996; 26,548,142 in 1997; 26,806,268 in 1998; 27,012,660 in 1999; and 27,169,238 in 2000. Because of rounding or missing data, detail may not add to totals.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 2000.

Table 2.3.—Number of nonfatal crimes against students ages 12 through 18 occurring away from school, by type of crime and selected student characteristics: 1992 to 2000

Student characteristics	1992				1993				1994			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	3,286,800	1,607,600	1,679,200	750,200	3,419,700	1,691,800	1,728,000	849,500	3,258,100	1,521,700	1,736,400	832,700
Gender												
Male	1,967,600	1,000,400	967,300	433,300	2,009,000	1,001,100	1,007,900	527,800	1,921,200	866,200	1,055,000	522,800
Female	1,319,200	607,200	712,000	316,900	1,410,800	690,700	720,100	321,700	1,336,800	655,400	681,400	309,900
Age												
12–14	1,253,700	685,900	567,800	249,700	1,236,200	655,800	580,500	280,500	1,132,900	572,200	560,700	231,400
15–18	2,033,100	921,700	1,111,400	500,500	2,183,500	1,036,000	1,147,500	569,000	2,125,200	949,500	1,175,700	601,300
Race/ethnicity												
White, non-Hispanic	2,294,400	1,152,100	1,142,300	450,800	2,322,900	1,128,700	1,194,200	502,600	2,209,500	1,048,100	1,161,400	482,300
Black, non-Hispanic	461,300	227,100	234,200	139,000	597,600	302,100	295,400	193,500	499,200	229,900	269,300	170,400
Hispanic	383,400	163,900	219,500	113,200	380,600	187,800	192,900	129,300	423,300	191,800	231,500	141,500
Other, non-Hispanic	132,400	59,600	72,800	40,900[2]	94,600	61,300	33,400	19,200[2]	99,400	47,600	51,700	25,300
Urbanicity												
Urban	1,124,200	532,400	591,900	265,800	1,245,900	589,000	657,000	354,200	1,095,100	489,500	605,600	320,200
Suburban	1,658,000	838,400	819,600	360,100	1,515,400	771,700	743,700	364,700	1,592,300	729,700	862,600	396,000
Rural	504,500	236,800	267,700	124,300	658,400	331,200	327,200	130,700	570,700	302,400	268,200	116,500
Household income												
Less than $7,500	379,500	192,900	186,600	75,200	423,500	180,300	243,300	107,100	354,400	157,800	196,600	108,600
$7,500–14,999	491,500	197,500	294,000	168,600	494,800	261,600	233,200	136,900	389,900	170,800	219,200	116,500
$15,000–24,999	592,300	246,500	345,800	143,500	563,600	257,100	306,500	152,700	426,100	179,000	247,100	110,800
$25,000–34,999	501,400	217,400	284,000	121,600	503,500	258,600	244,800	124,900	487,200	226,000	261,200	122,300
$35,000–49,999	479,800	242,600	237,200	80,200	549,500	253,600	295,900	144,700	494,200	233,500	260,700	120,900
$50,000–74,999	373,700	221,700	152,000	60,000	380,200	217,000	163,200	76,200	483,500	248,700	234,700	105,900
$75,000 or more	243,700	151,700	92,000	34,600[2]	222,000	122,800	99,300	38,100	292,700	156,200	136,500	60,000

NOTE: See footnotes at end of table.

Table 2.3.—Number of nonfatal crimes against students ages 12 through 18 occurring away from school, by type of crime and selected student characteristics: 1992 to 2000—Continued

Student characteristics	1995				1996				1997			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	3,058,300	1,561,800	1,496,500	599,000	3,050,600	1,622,900	1,427,700	670,600	3,107,300	1,551,600	1,555,800	635,900
Gender												
Male	1,786,900	883,000	903,900	374,600	1,890,300	1,004,000	886,400	421,200	1,806,000	914,600	891,400	361,300
Female	1,271,400	678,800	592,600	224,400	1,160,200	618,900	541,300	249,300	1,301,400	637,000	664,400	274,600
Age												
12–14	1,040,200	556,100	484,100	178,300	1,058,100	600,800	457,200	209,100	1,030,700	557,600	473,100	190,300
15–18	2,018,100	1,005,700	1,012,400	420,700	1,992,500	1,022,000	970,500	461,400	2,076,600	994,000	1,082,600	445,600
Race/ethnicity												
White, non-Hispanic	2,048,300	1,075,900	972,400	373,100	2,030,000	1,078,400	951,600	391,700	2,089,200	1,037,500	1,051,700	414,900
Black, non-Hispanic	512,100	254,200	257,800	98,200	522,800	265,300	257,500	157,400	520,500	271,300	249,200	109,900
Hispanic	349,800	144,000	205,700	95,500	349,200	186,600	162,600	94,200	404,300	191,400	213,000	94,400
Other, non-Hispanic	114,000	64,800	49,200	23,400[2]	112,000	72,000	40,000	24,800[2]	67,900	36,900	31,000	12,400[2]
Urbanicity												
Urban	1,057,300	518,000	539,400	229,900	993,000	494,800	498,200	274,800	1,079,800	531,600	548,300	270,700
Suburban	1,463,700	776,900	686,900	277,000	1,481,200	800,500	680,700	294,600	1,504,600	772,400	732,300	268,600
Rural	537,200	267,000	270,300	92,100	576,400	327,700	248,700	101,100	522,800	247,600	275,200	96,600
Household income												
Less than $7,500	329,100	162,000	167,100	68,500	284,800	134,500	150,300	103,000	181,200	97,800	83,400	31,300
$7,500–14,999	428,100	191,400	236,700	97,100	422,400	213,300	209,100	127,200	443,900	167,200	276,700	137,600
$15,000–24,999	491,400	289,100	202,300	86,100	468,600	218,800	249,800	109,800	388,700	209,600	179,000	74,300
$25,000–34,999	411,700	203,700	208,000	76,000	377,600	215,900	161,700	68,100	420,600	202,000	218,700	81,500
$35,000–49,999	486,000	238,800	247,300	104,200	465,800	250,300	215,600	69,500	510,100	308,300	201,800	81,600
$50,000–74,999	442,100	225,000	217,000	96,400	394,500	245,100	149,300	72,300	445,000	203,400	241,600	89,600
$75,000 or more	288,900	140,000	148,900	38,300	324,900	218,400	106,500	29,300	384,100	199,600	184,500	79,500

NOTE: See footnotes at end of table.

Table 2.3.—Number of nonfatal crimes against students ages 12 through 18 occurring away from school, by type of crime and selected student characteristics: 1992 to 2000—Continued

Student characteristics	1998				1999				2000			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	2,534,500	1,236,400	1,298,100	550,200	2,103,600	1,048,200	1,058,300	476,400	2,011,800	1,091,000	920,800	373,100
Gender												
Male	1,493,600	732,700	761,000	364,900	1,240,800	595,700	645,200	303,600	1,181,400	637,000	544,400	238,300
Female	1,040,900	503,700	537,100	185,300	865,700	452,600	413,200	172,800	830,400	454,000	376,400	134,700
Age												
12–14	761,000	430,800	330,200	131,900	702,100	401,500	300,600	126,900	655,500	393,300	262,200	128,600
15–18	1,773,500	805,600	967,900	418,300	1,404,500	646,800	757,700	349,500	1,356,300	697,700	658,600	244,400
Race/ethnicity												
White, non-Hispanic	1,698,800	832,900	865,900	331,000	1,341,000	685,100	655,800	266,700	1,336,900	714,800	622,100	236,600
Black, non-Hispanic	394,000	200,600	193,400	106,000	360,400	172,300	188,100	97,700	338,700	166,900	171,800	84,400
Hispanic	311,300	122,300	189,100	95,300	312,500	141,500	171,000	99,900	247,000	156,800	90,100	36,700
Other, non-Hispanic	104,800	68,200	36,600	15,800[2]	62,400	35,400	27,000[2]	12,100[2]	49,400	29,500	19,900	5,900
Urbanicity												
Urban	869,600	389,200	480,400	229,400	660,500	311,300	349,200	206,200	639,200	355,500	283,700	114,400
Suburban	1,333,400	656,900	676,500	275,900	1,153,100	575,300	577,800	228,500	1,070,800	548,000	522,800	217,400
Rural	331,500	190,300	141,200	44,900[2]	292,900	161,600	131,300	41,700[2]	301,800	187,500	114,300	41,300
Household income												
Less than $7,500	137,700	51,500	86,200	39,200	184,300	82,100	102,200	50,600	122,600	59,500	63,000	27,100
$7,500–14,999	350,200	162,100	188,100	56,800	200,600	114,200	86,400	54,100	128,900	64,500	64,400	36,500
$15,000–24,999	379,700	181,200	198,500	103,100	245,900	114,900	131,000	52,700	319,600	194,300	125,300	43,200
$25,000–34,999	360,700	165,700	195,000	107,200	281,500	144,800	136,700	38,200	279,200	126,200	153,000	70,400
$35,000–49,999	406,900	237,600	169,300	83,600	300,400	160,200	140,200	61,800	326,000	154,000	172,000	49,900
$50,000–74,999	341,200	147,300	193,900	70,300	313,700	146,600	167,100	93,400	281,000	158,100	122,900	58,500
$75,000 or more	317,000	176,700	140,300	53,400	344,600	179,000	165,600	70,300	293,700	177,000	116,700	39,500

[1]Serious violent crimes are also included in violent crimes.

[2]Estimate based on fewer than 10 cases.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. Because of rounding or missing data, detail may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 2000.

Table 2.4.—Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 2000

Student characteristics	1992				1993				1994			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	138	68	71	32	139	69	70	35	129	60	69	33
Gender												
Male	161	82	79	35	159	79	80	42	147	66	81	40
Female	115	53	62	28	119	58	61	27	109	53	55	25
Age												
12–14	116	63	53	23	111	59	52	25	99	50	49	20
15–18	157	71	86	39	163	77	86	43	153	68	85	43
Race/ethnicity												
White, non-Hispanic	142	71	71	28	139	68	72	30	129	61	68	28
Black, non-Hispanic	118	58	60	36	151	76	74	49	127	58	68	43
Hispanic	145	62	83	43	134	66	68	46	134	61	73	45
Other, non-Hispanic	153	69	84	47[2]	103	67	36	21[2]	103	49	54	26
Urbanicity												
Urban	180	85	95	43	187	89	99	53	160	72	89	47
Suburban	142	72	70	31	130	66	64	31	132	61	72	33
Rural	87	41	46	21	105	53	52	21	88	47	42	18
Household income												
Less than $7,500	187	95	92	37	205	87	118	52	185	82	102	57
$7,500–14,999	162	65	97	56	180	95	85	50	144	63	81	43
$15,000–24,999	178	74	104	43	158	72	86	43	116	49	67	30
$25,000–34,999	140	61	80	34	137	71	67	34	138	64	74	35
$35,000–49,999	113	57	56	19	129	59	69	34	110	52	58	27
$50,000–74,999	110	65	45	18	101	58	43	20	120	62	58	26
$75,000 or more	131	82	50	19[2]	106	58	47	18	120	64	56	25

NOTE: See footnotes at end of table.

Table 2.4.—Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 2000—Continued

Student characteristics	1995				1996				1997			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	119	61	58	23	117	62	55	26	117	58	59	24
Gender												
Male	135	67	68	28	141	75	66	31	132	67	65	26
Female	102	54	48	18	91	49	43	20	101	49	52	21
Age												
12–14	89	48	42	15	91	52	39	18	88	48	40	16
15–18	143	71	72	30	137	70	67	32	140	67	73	30
Race/ethnicity												
White, non-Hispanic	119	63	57	22	117	62	55	22	120	60	61	24
Black, non-Hispanic	127	63	64	24	132	67	65	40	126	65	60	27
Hispanic	106	43	62	29	99	53	46	27	110	52	58	26
Other, non-Hispanic	106	60	46	22[2]	104	67	37	23[2]	58	32	27	11[2]
Urbanicity												
Urban	150	74	77	33	137	68	69	38	143	70	73	36
Suburban	117	62	55	22	113	61	52	23	114	58	55	20
Rural	87	43	44	15	99	56	43	17	90	43	47	17
Household income												
Less than $7,500	189	93	96	39	179	85	94	65	133	72	61	23
$7,500–14,999	152	68	84	35	153	77	76	46	164	62	102	51
$15,000–24,999	146	86	60	26	132	62	70	31	114	62	53	22
$25,000–34,999	117	58	59	22	112	64	48	20	123	59	64	24
$35,000–49,999	102	50	52	22	102	55	47	15	114	69	45	18
$50,000–74,999	107	55	53	23	91	57	35	17	98	45	53	20
$75,000 or more	101	49	52	13	104	70	34	9	106	55	51	22

NOTE: See footnotes at end of table.

Table 2.4.—Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 2000—Continued

Student characteristics	1998				1999				2000			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	95	46	48	21	78	39	39	18	74	40	34	14
Gender												
Male	108	53	55	26	89	43	46	22	84	46	39	17
Female	80	39	41	14	66	34	31	13	63	34	29	10
Age												
12–14	65	37	28	11	59	34	25	11	55	33	22	11
15–18	118	54	64	28	93	43	50	23	89	46	43	16
Race/ethnicity												
White, non-Hispanic	98	48	50	19	77	40	38	15	77	41	36	14
Black, non-Hispanic	95	48	46	25	87	42	45	24	80	39	40	20
Hispanic	81	32	49	25	78	35	43	25	62	39	23	9
Other, non-Hispanic	88	57	31	13[2]	52	29	22[2]	10[2]	42	25	17	5
Urbanicity												
Urban	117	52	65	31	90	42	47	28	84	47	37	15
Suburban	98	48	50	20	81	40	41	16	75	38	37	15
Rural	58	33	25	8[2]	54	30	24	8[2]	57	35	21	8
Household income												
Less than $7,500	111	41	69	31	166	74	92	46	121	59	62	27
$7,500–14,999	140	65	75	23	95	54	41	26	66	33	33	19
$15,000–24,999	112	53	59	30	77	36	41	17	109	66	43	15
$25,000–34,999	105	48	57	31	86	44	42	12	88	40	48	22
$35,000–49,999	97	57	40	20	74	39	34	15	79	37	42	12
$50,000–74,999	75	33	43	16	70	33	37	21	62	35	27	13
$75,000 or more	78	44	35	13	74	39	36	15	59	35	23	8

[1]Serious violent crimes are also included in violent crimes.

[2]Estimate based on fewer than 10 cases.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. Population sizes are 23,740,295 students ages 12 through 18 in 1992; 24,557,779 in 1993; 25,326,989 in 1994; 25,715,220 in 1995; 26,151,364 in 1996; 26,548,142 in 1997; 26,806,268 in 1998; 27,012,660 in 1999; and 27,169,238 in 2000. Because of rounding or missing data, detail may not add to totals.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 2000.

Table 3.1.—Percentage of students ages 12 through 18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student characteristics: 1995, 1999, and 2001

Student characteristics	1995				1999				2001			
	Total[1]	Theft	Violent[2]	Serious violent[3]	Total[1]	Theft	Violent[2]	Serious violent[3]	Total[1]	Theft	Violent[2]	Serious violent[3]
Total	9.5	7.1	3.0	0.7	7.6	5.7	2.3	0.5	5.5	4.2	1.8	0.4
Gender												
Male	10.0	7.1	3.5	0.9	7.8	5.7	2.5	0.6	6.1	4.5	2.1	0.5
Female	9.0	7.1	2.4	0.4	7.3	5.7	2.0	0.5	4.9	3.8	1.5	0.4
Race/ethnicity												
White, non-Hispanic	9.8	7.4	3.0	0.6	7.5	5.8	2.1	0.4	5.8	4.2	2.0	0.4
Black, non-Hispanic	10.2	7.1	3.4	1.0	9.9	7.4	3.5	1.2	6.1	5.0	1.3	0.5
Hispanic	7.6	5.8	2.7	0.9	5.7	3.9	1.9	0.6	4.6	3.7	1.5	0.8
Other, non-Hispanic	8.8	6.5	2.5	0.5	6.4	4.4	2.2	†	3.1	2.9	0.4	†
Grade												
6th	9.6	5.4	5.1	1.5	8.0	5.2	3.8	1.3	5.9	4.0	2.6	0.1
7th	11.2	8.1	3.8	0.9	8.2	6.0	2.6	0.9	5.8	3.4	2.6	0.6
8th	10.5	7.9	3.1	0.8	7.6	5.9	2.4	0.5	4.3	3.3	1.3	0.3
9th	11.9	9.1	3.4	0.7	8.9	6.5	3.2	0.6	7.9	6.2	2.4	0.8
10th	9.1	7.7	2.1	0.4	8.0	6.5	1.7	0.5	6.5	5.7	1.2	0.4
11th	7.3	5.5	1.9	0.4	7.2	5.5	1.8	0.1	4.8	3.8	1.6	0.3
12th	6.1	4.6	1.9	0.4	4.8	4.0	0.8	0.3	2.9	2.3	0.9	0.3
Urbanicity												
Urban	9.3	6.6	3.3	1.3	8.4	6.9	2.3	0.7	5.9	4.5	1.7	0.5
Suburban	10.3	7.6	3.5	0.6	7.6	5.4	2.4	0.5	5.7	4.3	1.7	0.4
Rural	8.3	6.8	1.8	0.3	6.4	5.0	1.9	0.4	4.7	3.4	2.0	0.5
Control												
Public	9.8	7.3	3.1	0.7	7.9	5.9	2.5	0.6	5.7	4.4	1.9	0.5
Private	6.6	5.2	1.7	0.1	4.5	4.3	0.3	†	3.4	2.5	1.0	†

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics, had a different sample been drawn.

[1]Total victimization is a combination of violent victimization and theft. If the student reported an incident in either, he or she is counted as having experienced "total" victimization. If the student reported having experienced both, he or she is counted once under "total" victimization.

[2]Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault.

[3]Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Serious violent crimes are also included in violent crimes.

NOTE: "At school" includes inside the school building, on school property, or on the way to or from school. Because of rounding or missing data, detail may not add to totals.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995, 1999, and 2001.

Table 4.1.—Percentage of students in grades 9 through 12 who reported being threatened or injured with a weapon on school property during the last 12 months, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001

Student characteristics	1993	1995[1]	1997[1]	1999[1]	2001[1]
Total	7.3	8.4	7.4	7.7	8.9
Gender					
Male	9.2	10.9	10.2	9.5	11.5
Female	5.4	5.8	4.0	5.8	6.5
Race/ethnicity[2]					
White	§	§	§	6.6	8.5
Black or African American	§	§	§	7.6	9.3
Hispanic or Latino	§	§	§	9.8	8.6
Asian	§	§	§	7.7	11.3
American Indian or Alaska Native	§	§	§	13.2	15.2
Native Hawaiian or other Pacific Islander	§	§	§	15.6	24.8
Multiple	§	§	§	9.3	10.3
Grade					
9th	9.4	9.6	10.1	10.5	12.7
10th	7.3	9.6	7.9	8.2	9.1
11th	7.3	7.7	5.9	6.1	6.9
12th	5.5	6.7	5.8	5.1	5.3

§The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[1]The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

[2]Hispanics and Latinos are not included in these race/ethnicity categories unless specified. While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Table 5.1.—Percentage of students in grades 9 through 12 who reported having been in a physical fight in the last 12 months, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001

Student characteristics	Anywhere					On school property				
	1993	1995[1]	1997[1]	1999[1]	2001[1]	1993	1995[1]	1997[1]	1999[1]	2001[1]
Total	41.8	38.7	36.6	35.7	33.2	16.2	15.5	14.8	14.2	12.5
Gender										
Male	51.2	46.1	45.5	44.0	43.1	23.5	21.0	20.0	18.5	18.0
Female	31.7	30.6	26.0	27.3	23.9	8.6	9.5	8.6	9.8	7.2
Race/ethnicity[2]										
White	§	§	§	33.1	32.2	§	§	§	12.3	11.2
Black or African American	§	§	§	41.4	36.5	§	§	§	18.7	16.8
Hispanic or Latino	§	§	§	39.9	35.0	§	§	§	15.7	14.0
Asian	§	§	§	22.7	22.3	§	§	§	10.4	10.8
American Indian or Alaska Native	§	§	§	48.7	49.2	§	§	§	16.2	18.2
Native Hawaiian or other Pacific Islander	§	§	§	50.7	51.7	§	§	§	25.3	29.0
Multiple	§	§	§	40.2	39.6	§	§	§	16.9	14.7
Grade										
9th	50.4	47.3	44.8	41.1	39.5	23.1	21.6	21.3	18.6	17.3
10th	42.2	40.4	40.2	37.7	34.7	17.2	16.5	17.0	17.2	13.5
11th	40.5	36.9	34.2	31.3	29.1	13.8	13.6	12.5	10.8	9.4
12th	34.8	31.0	28.8	30.4	26.5	11.4	10.6	9.5	8.1	7.5

§The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[1]The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

[2]Hispanics and Latinos are not included in these race/ethnicity categories unless specified. While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times in the last 12 months they had been in a physical fight..

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Table 6.1.—Percentage of students ages 12 through 18 who reported being bullied at school during the previous 6 months, by selected student characteristics: 1999 and 2001

Student characteristics	1999[1]	2001[2]
Total	5.1	7.9
Gender		
Male	5.4	8.6
Female	4.8	7.1
Race/ethnicity		
White, non-Hispanic	5.3	8.5
Black, non-Hispanic	5.5	5.9
Hispanic	4.4	7.8
Other, non-Hispanic	2.5	6.6
Grade		
6th	10.5	14.3
7th	9.0	13.0
8th	5.5	9.2
9th	5.0	8.6
10th	3.2	4.6
11th	2.6	4.3
12th	1.2	2.4
Urbanicity		
Urban	5.0	6.9
Suburban	4.9	8.1
Rural	5.8	8.7
Control		
Public	5.3	8.0
Private	2.8	7.3

[1]"At school" means in the school building, on the school grounds, or on a school bus.

[2]"At school" means in the school building, on school property, on a school bus, or going to and from school.

NOTE: Population sizes for students ages 12 through 18 are 24,614,000 in 1999 and 24,315,190 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999 and 2001.

Table 7.1.—Percentage of public schools that reported one or more criminal incidents to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Any incidents					Serious violent incidents					Less serious violent or nonviolent incidents and no serious violent incidents				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	56.7	59.3	58.4	63.2	46.9	10.1	16.8	11.2	5.4	7.8	46.5	42.4	46.7	57.8	39.2
Instructional level															
Elementary school	45.1	46.9	47.0	52.6	34.2	4.2	6.1	3.3	2.0	5.1	40.8	40.8	43.2	50.6	29.1
Middle school	74.1	86.7	78.8	70.0	62.0	18.7	35.8	21.7	7.0	15.0	55.4	50.9	57.1	63.0	47.0
High school	76.9	88.8	84.0	84.2	64.1	20.6	48.0	33.0	12.7	9.4	55.9	39.9	49.4	71.5	54.7
Region															
Northeast	51.6	51.9	49.3	53.7	52.5	6.8	9.5	6.9	2.6	11.0	44.7	42.2	42.4	51.2	41.5
Southeast	58.8	55.1	65.5	64.8	51.1	9.2	17.3	13.2	4.9	4.9	49.6	37.8	52.3	59.9	46.2
Central	50.8	52.5	51.7	59.9	43.6	11.1	16.4	12.4	6.4	10.2	39.7	36.1	39.3	53.4	33.5
West	64.3	69.8	69.9	72.5	45.8	11.9	20.2	13.3	7.2	5.7	51.9	49.5	54.4	65.3	40.0
School enrollment															
Less than 300	37.8	—	—	44.9	38.0	3.9	—	—	8.8	2.5	33.8	—	—	36.1	35.5
300–999	59.6	54.2	59.2	67.3	56.8	9.3	12.5	9.0	3.2	13.9	50.2	41.7	49.5	64.1	42.9
1,000 or more	89.1	93.1	86.7	86.5	—	32.9	44.2	29.8	15.9	—	56.0	48.1	56.9	70.6	—
Minority enrollment															
Less than 5 percent	46.7	—	47.2	53.9	40.8	5.8	—	5.9	3.3	7.3	40.9	—	41.3	50.5	33.5
5–19 percent	57.7	52.0	62.9	64.0	45.0	10.9	14.5	11.3	10.6	6.8	46.6	37.4	51.1	53.5	39.1
20–49 percent	58.1	54.7	58.5	66.7	53.3	11.1	19.1	10.1	5.0	8.0	47.0	35.6	48.4	61.7	45.3
50 percent or more	68.3	64.8	62.3	81.5	74.9	14.7	17.6	17.8	4.4	11.6	53.1	47.1	42.6	77.1	63.3
Free/reduced-price lunch eligibility															
Less than 20 percent	54.4	50.6	57.3	64.2	41.2	8.6	12.2	9.9	7.1	5.6	45.8	38.2	47.4	57.1	35.7
21–34 percent	53.2	56.0	65.5	57.2	39.5	11.7	18.4	13.3	7.1	11.6	41.6	37.5	52.2	50.2	27.9
35–49 percent	59.4	76.1	53.3	63.1	52.5	11.6	34.2	8.6	3.0	8.6	47.8	41.5	44.7	60.1	43.9
50–74 percent	58.8	60.8	54.7	66.6	52.0	8.9	22.9	10.3	2.0	2.3	49.5	37.9	42.4	64.6	49.8
75 percent or more	59.2	58.5	—	—	—	10.2	8.4	—	—	—	49.0	50.2	—	—	—

—Fewer than 30 sample cases.

NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Any incidents refer to any of the crimes listed. Not included are any crimes not listed here and any crimes not reported to police. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 7.2.—Number of public schools that reported one or more criminal incidents to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Any incidents					Serious violent incidents					Less serious violent or nonviolent incidents and no serious violent incidents				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	44,000	10,600	11,000	12,400	9,900	7,900	3,000	2,100	1,100	1,600	36,100	7,600	8,900	11,400	8,300
Instructional level															
Elementary school	21,600	5,900	5,900	5,800	4,100	2,000	800	400	200	600	19,600	5,100	5,500	5,600	3,500
Middle school	10,400	2,600	2,800	3,100	1,900	2,600	1,100	800	300	500	7,800	1,600	2,000	2,800	1,400
High school	12,000	2,200	2,300	3,500	4,000	3,200	1,200	900	500	600	8,700	1,000	1,400	3,000	3,400
Region															
Northeast	7,800	1,500	2,700	2,300	1,200	1,000	300	400	100	300	6,700	1,300	2,300	2,200	900
Southeast	10,000	2,100	2,200	3,200	2,500	1,600	600	400	200	200	8,400	1,400	1,700	3,000	2,300
Central	11,400	2,500	2,500	3,000	3,500	2,500	800	600	300	800	8,900	1,700	1,900	2,700	2,700
West	14,800	4,600	3,600	3,900	2,700	2,800	1,300	700	400	300	12,000	3,300	2,900	3,500	2,400
School enrollment															
Less than 300	7,700	—	—	2,100	4,400	800	—	—	400	300	6,900	—	—	1,700	4,100
300–999	29,800	7,200	8,200	9,200	5,200	4,600	1,700	1,300	400	1,300	25,100	5,600	6,900	8,700	3,900
1,000 or more	6,600	2,800	2,400	1,100	—	2,400	1,300	800	200	—	4,100	1,400	1,500	900	—
Minority enrollment															
Less than 5 percent	11,300	—	1,800	4,200	4,800	1,400	—	200	300	900	9,900	—	1,500	4,000	4,000
5–19 percent	10,100	1,800	3,900	3,000	1,400	1,900	500	700	500	200	8,200	1,300	3,200	2,500	1,200
20–49 percent	10,300	2,700	3,100	2,500	2,000	2,000	900	500	200	300	8,300	1,700	2,600	2,300	1,700
50 percent or more	11,900	5,600	2,300	2,300	1,600	2,600	1,500	700	100	300	9,300	4,100	1,600	2,200	1,400
Free/reduced-price lunch eligibility															
Less than 20 percent	10,000	1,400	4,000	3,000	1,700	1,600	300	700	300	200	8,500	1,000	3,300	2,600	1,500
21–34 percent	9,200	1,500	2,600	2,900	2,200	2,000	500	500	400	700	7,200	1,000	2,100	2,600	1,600
35–49 percent	7,700	1,700	1,400	2,100	2,500	1,500	800	200	100	400	6,200	900	1,100	2,000	2,100
50–74 percent	9,400	2,400	1,700	3,000	2,300	1,400	900	300	100	100	7,900	1,500	1,400	2,900	2,200
75 percent or more	7,400	3,700	—	—	—	1,300	500	—	—	—	6,100	3,200	—	—	—

—Fewer than 30 sample cases.

NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Any incidents refer to any of the crimes listed. Not included are any crimes not listed here and any crimes not reported to police. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools. Because of rounding or missing data, detail may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 7.3.—Number of criminal incidents occurring in public schools reported to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Any incidents					Serious violent incidents					Less serious violent or nonviolent incidents				
			Urban					Urban					Urban		
	Total	City	fringe	Town	Rural	Total	City	fringe	Town	Rural	Total	City	fringe	Town	Rural
Total	424,500	146,700	110,600	103,800	63,400	22,600	11,900	4,700	2,800	3,100	401,900	134,800	105,900	101,000	60,200
Instructional level															
Elementary school	78,700	19,000	25,900	22,200	11,600	2,900	1,400	400	200	900	75,800	17,600	25,500	22,000	10,800
Middle school	136,400	61,000	32,600	29,800	13,000	7,800	5,200	1,400	400	800	128,600	55,800	31,200	29,400	12,200
High school	209,400	66,800	52,000	51,900	38,700	11,900	5,300	2,900	2,200	1,500	197,500	61,500	49,200	49,700	37,200
Region															
Northeast	67,400	19,000	23,500	17,500	7,400	3,200	1,800	700	400	500	64,200	17,300	22,800	17,200	6,900
Southeast	95,400	24,400	34,600	20,700	15,700	4,100	1,600	1,600	300	600	91,300	22,800	32,900	20,400	15,200
Central	95,000	34,800	16,400	21,800	21,900	7,800	4,700	1,000	500	1,700	87,200	30,200	15,400	21,300	20,200
West	166,700	68,500	36,100	43,800	18,300	7,500	3,900	1,400	1,700	400	159,200	64,600	34,600	42,100	17,900
School enrollment															
Less than 300	40,000	—	—	14,800	21,700	2,300	—	—	1,600	600	37,700	—	—	13,200	21,200
300–999	204,100	61,900	41,500	63,000	37,700	10,800	5,800	1,700	800	2,500	193,400	56,100	39,800	62,300	35,200
1,000 or more	180,400	82,800	67,700	26,000	—	9,600	6,000	3,000	500	—	170,800	76,800	64,700	25,500	—
Minority enrollment															
Less than 5 percent	66,200	—	9,100	27,000	26,400	1,800	—	200	300	1,300	64,500	—	8,900	26,800	25,100
5–19 percent	88,800	15,700	35,200	28,500	9,300	4,100	1,000	1,000	1,800	200	84,700	14,700	34,200	26,700	9,100
20–49 percent	103,500	37,900	31,600	20,700	13,400	5,200	2,800	1,300	600	500	98,300	35,100	30,300	20,100	12,800
50 percent or more	159,400	89,000	34,700	21,400	14,300	11,500	8,000	2,200	200	1,100	147,900	81,000	32,500	21,200	13,200
Free/reduced-price lunch eligibility															
Less than 20 percent	91,700	18,100	34,300	27,300	12,000	2,900	900	1,000	600	400	88,800	17,200	33,300	26,700	11,600
21–34 percent	83,900	22,800	26,900	21,400	12,800	5,300	2,000	2,000	400	900	78,600	20,900	24,900	21,000	11,900
35–49 percent	72,900	23,600	15,700	16,600	17,100	3,300	2,000	300	400	600	69,600	21,600	15,400	16,200	16,400
50–74 percent	93,900	45,900	17,000	21,400	9,700	5,500	4,400	900	100	100	88,500	41,500	16,100	21,200	9,600
75 percent or more	75,800	35,900	—	—	—	5,400	2,500	—	—	—	70,400	33,500	—	—	—

—Fewer than 30 sample cases.

NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Any incidents refer to any of the crimes listed. Not included are any crimes not listed here and any crimes not reported to police. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Because of rounding or missing data, detail may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 7.4.—Number of criminal incidents reported to police per 1,000 public school students, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Any incidents					Serious violent incidents					Less serious violent or nonviolent incidents				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	10.0	11.6	8.8	10.2	9.0	0.5	0.9	0.4	0.3	0.4	9.5	10.7	8.4	9.9	8.5
Instructional level															
Elementary school	3.5	2.7	3.9	4.5	3.0	0.1	0.2	0.1	0.0	0.2	3.4	2.5	3.8	4.5	2.8
Middle school	16.2	24.8	12.6	13.0	12.2	0.9	2.1	0.6	0.2	0.8	15.3	22.6	12.0	12.9	11.4
High school	18.1	20.9	15.7	17.6	18.1	1.0	1.7	0.9	0.8	0.7	17.0	19.3	14.9	16.8	17.4
Region															
Northeast	8.1	8.8	7.7	8.2	7.4	0.4	0.8	0.2	0.2	0.5	7.7	8.0	7.5	8.0	6.9
Southeast	9.2	9.1	13.6	7.2	7.0	0.4	0.6	0.6	0.1	0.3	8.8	8.5	13.0	7.1	6.7
Central	9.5	13.7	5.9	9.4	9.6	0.8	1.8	0.4	0.2	0.7	8.8	11.9	5.5	9.2	8.9
West	12.2	13.1	8.7	15.5	12.1	0.5	0.7	0.3	0.6	0.3	11.6	12.4	8.4	14.8	11.8
School enrollment															
Less than 300	10.7	—	—	17.1	11.2	0.6	—	—	1.8	0.3	10.1	—	—	15.3	10.9
300–999	7.3	8.0	5.2	8.3	8.0	0.4	0.8	0.2	0.1	0.5	6.9	7.3	5.0	8.2	7.5
1,000 or more	16.9	18.2	17.0	15.3	—	0.9	1.3	0.8	0.3	—	16.0	16.8	16.3	15.0	—
Minority enrollment															
Less than 5 percent	6.9	—	4.6	7.6	7.3	0.2	—	0.1	0.1	0.3	6.7	—	4.4	7.6	7.0
5–19 percent	8.7	7.4	8.1	11.1	8.0	0.4	0.5	0.2	0.7	0.2	8.3	6.9	7.9	10.4	7.8
20–49 percent	10.2	11.6	9.7	9.7	8.9	0.5	0.9	0.4	0.3	0.4	9.7	10.8	9.3	9.4	8.5
50 percent or more	13.2	13.1	11.8	13.3	20.0	1.0	1.2	0.8	0.1	1.6	12.3	12.0	11.1	13.2	18.4
Free/reduced-price lunch eligibility															
Less than 20 percent	8.1	9.1	6.8	9.9	8.0	0.3	0.5	0.2	0.2	0.3	7.9	8.6	6.6	9.7	7.8
21–34 percent	9.2	11.3	10.5	8.2	6.5	0.6	1.0	0.8	0.2	0.5	8.6	10.3	9.7	8.1	6.0
35–49 percent	10.7	13.7	10.3	9.4	9.6	0.5	1.2	0.2	0.2	0.4	10.2	12.5	10.1	9.2	9.2
50–74 percent	11.7	16.1	8.7	9.8	9.1	0.7	1.5	0.4	0.1	0.1	11.0	14.5	8.3	9.8	9.0
75 percent or more	11.2	9.2	—	—	—	0.8	0.6	—	—	—	10.4	8.6	—	—	—

—Fewer than 30 sample cases.

NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Any incidents refer to any of the crimes listed. Not included are any crimes not listed here and any crimes not reported to police. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 42,336,819 public school students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 8.1.—Percentage of public schools that reported one or more incidents of serious violent crime to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Rape or other type of sexual battery					Physical attack or fight with a weapon					Robbery				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	3.0	5.1	3.7	1.3	2.1	6.0	10.3	6.5	3.0	4.9	3.1	8.1	2.7	0.9	1.1
Instructional level															
Elementary school	0.8	1.1	0.9	†	1.3	2.3	4.0	2.0	†	3.0	0.8	1.9	0.4	†	0.9
Middle school	5.2	9.2	7.5	2.1	3.1	11.6	21.8	10.7	5.6	11.1	5.4	15.3	6.8	†	1.7
High school	7.6	20.4	11.6	3.9	3.4	12.5	28.0	21.1	8.0	5.7	7.9	31.0	8.0	4.1	1.3
Region															
Northeast	2.2	4.2	2.0	0.9	2.7	4.2	7.5	3.7	0.9	7.2	3.1	7.8	2.1	0.9	3.6
Southeast	3.5	4.2	8.7	2.4	0.6	5.0	12.2	4.4	1.8	3.2	2.3	5.9	2.6	0.7	1.1
Central	2.9	7.0	1.3	†	3.4	5.8	6.3	9.4	2.0	5.8	2.6	7.6	2.5	†	1.3
West	3.2	4.7	4.6	1.9	1.5	8.2	13.2	8.0	6.6	4.3	4.1	9.9	3.7	1.8	†
School enrollment															
Less than 300	1.3	—	—	1.5	1.3	1.9	—	—	4.0	1.2	0.5	—	—	1.5	†
300–999	2.5	2.5	3.4	0.9	3.3	5.6	7.9	4.7	2.0	9.0	2.2	4.6	1.4	0.5	2.6
1,000 or more	11.4	18.3	8.7	4.5	—	20.4	26.5	18.8	9.1	—	15.8	27.0	12.0	2.3	—
Minority enrollment															
Less than 5 percent	1.8	—	2.6	0.9	2.1	3.2	—	1.6	2.0	4.4	1.0	—	1.6	0.5	1.1
5–19 percent	3.2	5.9	3.6	1.5	1.8	5.6	4.4	6.8	5.7	4.3	2.1	6.1	0.9	1.5	0.8
20–49 percent	3.6	7.0	2.2	1.6	3.1	7.4	12.1	7.9	3.2	4.9	2.9	8.7	1.1	1.0	†
50 percent or more	4.0	4.0	7.2	2.1	1.4	9.3	12.2	8.7	1.3	9.3	7.3	9.5	9.1	1.0	3.5
Free/reduced-price lunch eligibility															
Less than 20 percent	2.9	4.5	3.5	1.4	2.4	5.1	8.0	5.2	5.6	2.6	1.2	4.1	1.2	†	0.6
21–34 percent	3.4	6.4	5.4	†	3.7	6.5	11.9	9.1	2.0	6.1	2.7	8.7	1.9	0.7	2.4
35–49 percent	4.4	11.3	5.4	1.9	2.4	6.1	19.2	1.0	1.0	6.2	2.9	12.6	2.2	1.1	†
50–74 percent	1.6	4.2	2.6	†	†	6.0	13.3	8.4	1.3	2.3	3.8	11.5	3.8	0.7	†
75 percent or more	3.0	3.0	—	—	—	6.7	5.5	—	—	—	5.6	5.9	—	—	—

—Fewer than 30 sample cases.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some schools with these characteristics had a different sample been drawn.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 8.2.—Percentage of public schools that reported one or more less serious violent or nonviolent criminal incidents to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Physical attack or fight without a weapon					Theft or larceny					Vandalism				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	27.8	30.4	28.2	31.8	21.3	30.7	34.5	28.9	36.1	24.0	37.8	40.9	37.3	43.6	30.1
Instructional level															
Elementary school	12.1	13.3	14.9	11.2	8.6	18.8	21.3	17.4	23.3	13.7	30.5	31.6	31.7	38.5	20.6
Middle school	51.2	65.8	47.8	49.9	42.5	44.0	60.7	44.1	44.3	26.6	47.3	60.4	43.8	44.8	41.6
High school	55.1	74.3	63.3	67.2	35.5	55.2	69.7	61.2	61.6	42.5	51.7	64.8	54.0	55.8	42.9
Region															
Northeast	22.8	20.6	21.8	28.2	17.9	26.4	34.7	20.8	31.1	20.2	37.0	37.8	31.4	45.7	33.0
Southeast	28.7	31.8	31.0	32.2	21.2	31.7	25.6	39.8	34.6	28.0	36.4	39.2	38.1	35.8	33.6
Central	26.4	26.4	29.5	34.5	19.5	25.7	27.8	22.3	36.7	19.6	30.3	35.0	29.7	30.0	28.1
West	31.6	36.9	31.9	31.6	25.3	37.6	44.2	36.7	41.0	28.0	46.6	47.5	50.0	61.7	28.9
School enrollment															
Less than 300	16.6	—	—	15.9	18.0	17.6	—	—	23.8	19.3	23.4	—	—	26.1	24.6
300–999	26.5	24.2	23.8	33.1	24.1	30.5	28.5	26.6	37.6	28.6	40.1	36.6	38.0	47.8	37.1
1,000 or more	67.0	69.7	61.7	74.3	—	68.0	75.0	63.3	64.4	—	61.6	64.5	61.3	63.7	—
Minority enrollment															
Less than 5 percent	22.3	—	22.3	29.3	17.4	24.2	—	20.1	32.3	20.3	29.1	—	27.3	35.7	24.7
5–19 percent	27.4	19.6	30.7	30.0	25.9	28.1	21.6	27.2	35.7	26.2	40.0	41.2	45.7	41.4	26.0
20–49 percent	31.5	40.9	26.3	36.8	21.5	30.5	30.6	34.5	31.2	24.2	37.8	37.8	33.3	42.1	39.8
50 percent or more	31.7	29.3	32.7	33.0	37.4	41.3	43.0	32.5	47.1	42.1	46.9	42.9	39.2	65.3	51.1
Free/reduced-price lunch eligibility															
Less than 20 percent	28.9	27.5	29.6	38.4	18.4	30.0	26.4	29.5	40.8	21.2	37.3	40.1	37.6	40.2	32.0
21–34 percent	27.3	32.4	33.0	26.8	21.4	24.7	39.2	21.9	29.5	15.5	33.6	45.0	42.4	38.1	17.7
35–49 percent	28.3	48.9	20.8	30.6	21.2	34.8	47.2	35.3	36.5	27.7	37.9	56.6	22.3	40.6	35.8
50–74 percent	28.0	33.0	28.5	29.5	21.6	31.1	32.1	31.6	37.2	23.8	39.2	32.8	35.4	49.6	37.1
75 percent or more	24.8	23.1	—	—	—	35.5	33.5	—	—	—	41.6	39.8	—	—	—

—Fewer than 30 sample cases.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 8.3.—Number of public schools that reported one or more incidents of serious violent crime to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Rape or other type of sexual battery					Physical attack or fight with a weapon					Robbery				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	2,326	912	707	256	451	4,695	1,845	1,230	580	1,039	2,389	1,461	520	171	237
Instructional level															
Elementary school	404	141	115	†	149	1,108	499	254	†	355	395	239	53	†	103
Middle school	731	281	265	91	93	1,626	665	379	247	335	760	467	242	†	51
High school	1,192	491	328	164	209	1,960	681	597	334	349	1,235	755	226	171	83
Region															
Northeast	333	124	112	36	61	627	224	203	36	165	468	233	116	36	82
Southeast	595	155	290	120	31	850	456	146	90	158	394	220	85	36	52
Central	661	327	61	†	273	1,313	298	454	98	463	582	356	123	†	103
West	738	307	245	100	86	1,904	868	427	356	253	946	652	196	98	†
School enrollment															
Less than 300	255	—	—	68	154	383	—	—	187	135	101	—	—	68	†
300–999	1,232	334	473	128	297	2,804	1,051	658	273	821	1,123	619	194	73	237
1,000 or more	840	545	235	60	—	1,508	794	512	120	—	1,166	810	326	30	—
Minority enrollment															
Less than 5 percent	430	—	97	66	247	773	—	61	158	515	231	—	61	35	133
5–19 percent	557	210	223	68	56	974	156	418	265	136	366	215	57	68	26
20–49 percent	636	341	116	62	117	1,320	589	424	121	185	520	424	59	36	†
50 percent or more	704	342	272	60	31	1,628	1,060	328	36	203	1,273	822	344	30	78
Free/reduced-price lunch eligibility															
Less than 20 percent	531	123	244	66	98	946	218	359	261	108	222	110	86	†	26
21–34 percent	589	167	217	†	205	1,120	308	368	100	344	473	226	77	36	133
35–49 percent	566	250	136	62	117	785	426	26	32	301	373	279	57	36	†
50–74 percent	250	166	85	†	†	959	526	271	60	100	607	456	121	30	†
75 percent or more	373	191	—	—	—	844	349	—	—	—	698	373	—	—	—

—Fewer than 30 sample cases.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some schools with these characteristics, had a different sample been drawn.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools. Because of rounding or missing data, detail may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 8.4.—Number of public schools that reported one or more less serious violent or nonviolent criminal incidents to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Physical attack or fight without a weapon					Theft or larceny					Vandalism				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	21,600	5,500	5,400	6,200	4,500	23,800	6,200	5,400	7,100	5,100	29,300	7,400	7,000	8,500	6,400
Instructional level															
Elementary school	5,800	1,700	1,900	1,200	1,000	9,000	2,700	2,200	2,600	1,600	14,600	3,900	4,000	4,200	2,400
Middle school	7,200	2,000	1,700	2,200	1,300	6,200	1,900	1,600	1,900	800	6,600	1,800	1,600	2,000	1,300
High school	8,600	1,800	1,800	2,800	2,200	8,600	1,700	1,700	2,600	2,600	8,100	1,600	1,500	2,300	2,600
Region															
Northeast	3,400	600	1,200	1,200	400	4,000	1,000	1,100	1,300	500	5,600	1,100	1,700	2,000	800
Southeast	4,900	1,200	1,000	1,600	1,000	5,400	1,000	1,300	1,700	1,400	6,200	1,500	1,300	1,800	1,700
Central	5,900	1,200	1,400	1,700	1,500	5,800	1,300	1,100	1,800	1,600	6,800	1,600	1,400	1,500	2,200
West	7,300	2,400	1,700	1,700	1,500	8,700	2,900	1,900	2,200	1,700	10,700	3,100	2,600	3,300	1,700
School enrollment															
Less than 300	3,400	—	—	700	2,100	3,600	—	—	1,100	2,200	4,700	—	—	1,200	2,800
300–999	13,300	3,200	3,300	4,500	2,200	15,200	3,800	3,700	5,100	2,600	20,000	4,900	5,200	6,500	3,400
1,000 or more	4,900	2,100	1,700	1,000	—	5,000	2,200	1,700	900	—	4,500	1,900	1,700	800	—
Minority enrollment															
Less than 5 percent	5,400	—	800	2,300	2,000	5,900	—	700	2,500	2,400	7,000	—	1,000	2,800	2,900
5–19 percent	4,800	700	1,900	1,400	800	4,900	800	1,700	1,700	800	7,000	1,500	2,800	1,900	800
20–49 percent	5,600	2,000	1,400	1,400	800	5,400	1,500	1,800	1,200	900	6,700	1,800	1,800	1,600	1,500
50 percent or more	5,500	2,500	1,200	1,000	800	7,200	3,700	1,200	1,400	900	8,200	3,700	1,400	1,900	1,100
Free/reduced-price lunch eligibility															
Less than 20 percent	5,300	700	2,100	1,800	800	5,500	700	2,100	1,900	900	6,900	1,100	2,600	1,800	1,300
21–34 percent	4,700	800	1,300	1,400	1,200	4,300	1,000	900	1,500	900	5,800	1,200	1,700	1,900	1,000
35–49 percent	3,700	1,100	500	1,000	1,000	4,500	1,000	900	1,200	1,300	4,900	1,300	600	1,300	1,700
50–74 percent	4,500	1,300	900	1,300	1,000	5,000	1,300	1,000	1,700	1,100	6,200	1,300	1,100	2,200	1,600
75 percent or more	3,100	1,500	—	—	—	4,400	2,100	—	—	—	5,200	2,500	—	—	—

—Fewer than 30 sample cases.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools. Because of rounding or missing data, detail may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 8.5.—Number of serious violent criminal incidents occurring in public schools reported to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Rape or other type of sexual battery					Physical attack or fight with a weapon					Robbery				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	4,200	1,900	1,100	300	800	11,000	5,400	2,100	1,700	1,800	7,200	4,500	1,500	600	500
Instructional level															
Elementary school	700	300	100	†	300	1,600	900	300	†	500	400	200	100	†	100
Middle school	1,400	600	600	100	200	4,100	2,700	600	300	500	2,300	1,900	300	†	100
High school	2,100	1,100	500	200	400	5,300	1,800	1,200	1,400	800	4,400	2,400	1,200	600	300
Region															
Northeast	500	200	200	‡	100	1,100	600	300	‡	200	1,600	900	200	300	200
Southeast	1,200	400	500	200	200	1,600	900	500	100	200	1,300	300	700	‡	300
Central	1,200	600	100	†	500	4,300	2,400	500	200	1,100	2,100	1,600	400	†	100
West	1,300	700	400	100	100	3,900	1,600	700	1,300	400	2,200	1,600	300	300	†
School enrollment															
Less than 300	300	—	—	100	200	1,400	—	—	1,000	300	200	—	—	200	†
300–999	2,000	600	700	100	600	5,700	3,300	700	300	1,400	3,000	1,900	300	300	500
1,000 or more	1,800	1,300	500	100	—	3,900	2,100	1,300	400	—	3,900	2,600	1,300	100	—
Minority enrollment															
Less than 5 percent	700	—	100	100	500	900	—	100	200	600	300	—	100	‡	200
5–19 percent	800	400	300	100	100	2,400	400	600	1,300	100	600	300	100	200	100
20–49 percent	1,500	800	300	100	200	2,200	1,100	600	200	300	1,500	900	300	300	†
50 percent or more	1,200	700	400	100	‡	5,400	3,900	700	‡	800	4,800	3,400	1,100	100	300
Free/reduced-price lunch eligibility															
Less than 20 percent	800	300	300	100	200	1,400	300	400	500	200	700	300	300	†	100
21–34 percent	1,100	400	400	†	400	2,400	900	1,000	100	400	1,500	700	600	‡	200
35–49 percent	1,000	500	100	100	200	1,500	1,000	‡	‡	400	900	500	100	300	†
50–74 percent	600	400	200	†	†	2,900	2,300	500	100	100	2,000	1,700	200	100	†
75 percent or more	600	400	—	—	—	2,700	900	—	—	—	2,000	1,200	—	—	—

—Fewer than 30 sample cases.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some schools with these characteristics, had a different sample been drawn.

‡Values are less than 50.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Because of rounding or missing data, detail may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 8.6.—Number of less serious violent or nonviolent criminal incidents occurring in public schools reported to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Physical attack or fight without a weapon					Theft or larceny					Vandalism				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	187,900	62,100	54,800	46,300	24,700	115,500	39,900	28,300	29,000	18,300	98,500	32,700	22,800	25,700	17,200
Instructional level															
Elementary school	21,500	2,900	8,300	7,400	3,000	19,500	5,700	6,400	4,600	2,900	34,800	9,000	10,800	10,000	5,000
Middle school	73,300	34,100	19,100	14,700	5,400	31,500	12,300	8,100	7,700	3,400	23,800	9,400	4,000	7,000	3,400
High school	93,100	25,200	27,400	24,300	16,300	64,600	22,000	13,800	16,700	12,100	39,900	14,300	8,000	8,700	8,900
Region															
Northeast	29,100	8,800	12,200	5,000	3,000	18,100	4,000	6,000	5,500	2,600	17,100	4,400	4,700	6,700	1,200
Southeast	50,700	9,800	22,700	11,400	6,800	23,300	7,400	6,400	5,300	4,200	17,300	5,600	3,900	3,700	4,200
Central	45,600	18,300	8,200	10,900	8,200	23,000	7,500	4,200	6,000	5,300	18,600	4,400	3,000	4,400	6,700
West	62,500	25,200	11,700	19,000	6,700	51,200	21,100	11,700	12,200	6,200	45,500	18,300	11,200	10,900	5,000
School enrollment															
Less than 300	15,600	—	—	5,800	8,200	9,900	—	—	3,200	6,100	12,300	—	—	4,200	6,900
300–999	87,900	27,500	18,400	27,600	14,500	51,400	13,500	9,900	17,400	10,700	54,000	15,100	11,600	17,300	10,000
1,000 or more	84,400	34,200	35,300	12,900	—	54,200	25,900	18,300	8,400	—	32,200	16,700	11,000	4,200	—
Minority enrollment															
Less than 5 percent	24,300	—	3,100	11,200	8,300	21,400	—	3,400	8,100	8,700	18,700	—	2,400	7,500	8,100
5–19 percent	35,600	5,500	15,600	10,500	3,900	29,400	5,800	10,500	9,500	3,600	19,700	3,400	8,000	6,700	1,600
20–49 percent	54,000	16,800	17,500	13,400	6,200	25,900	11,000	8,800	3,000	3,100	18,500	7,300	4,000	3,700	3,400
50 percent or more	72,600	38,100	18,500	9,800	6,200	34,800	21,500	5,500	4,900	2,900	40,400	21,400	8,500	6,600	4,000
Free/reduced-price lunch eligibility															
Less than 20 percent	40,000	6,400	16,100	12,900	4,500	29,500	7,200	10,100	8,300	3,900	19,300	3,600	7,100	5,500	3,200
21–34 percent	34,900	8,800	13,800	7,300	5,000	26,100	7,400	6,200	8,100	4,400	17,700	4,700	4,900	5,600	2,500
35–49 percent	33,300	10,700	8,700	7,200	6,800	21,600	6,500	5,100	5,100	4,900	14,700	4,400	1,600	4,000	4,800
50–74 percent	45,900	22,900	9,200	10,100	3,700	22,400	10,600	4,500	4,800	2,500	20,100	8,000	2,500	6,400	3,300
75 percent or more	28,800	13,200	—	—	—	15,800	8,200	—	—	—	25,800	12,000	—	—	—

—Fewer than 30 sample cases.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Because of rounding or missing data, detail may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 8.7.—Number of serious violent criminal incidents reported to police per 1,000 public school students, by type of incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Rape or other type of sexual battery					Physical attack or fight with a weapon					Robbery				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	0.1	0.2	0.1	0.0	0.1	0.3	0.4	0.2	0.2	0.3	0.2	0.4	0.1	0.1	0.1
Instructional level															
Elementary school	0.0	0.0	0.0	†	0.1	0.1	0.1	0.0	†	0.1	0.0	0.0	0.0	†	0.0
Middle school	0.2	0.2	0.2	0.0	0.2	0.5	1.1	0.2	0.1	0.5	0.3	0.8	0.1	†	0.1
High school	0.2	0.3	0.1	0.1	0.2	0.5	0.6	0.4	0.5	0.4	0.4	0.7	0.3	0.2	0.2
Region															
Northeast	0.1	0.1	0.1	0.0	0.1	0.1	0.3	0.1	0.0	0.2	0.2	0.4	0.1	0.1	0.2
Southeast	0.1	0.2	0.2	0.1	0.1	0.2	0.3	0.2	0.0	0.1	0.1	0.1	0.3	0.0	0.1
Central	0.1	0.2	0.0	†	0.2	0.4	1.0	0.2	0.1	0.5	0.2	0.6	0.1	†	0.0
West	0.1	0.1	0.1	0.0	0.1	0.3	0.3	0.2	0.5	0.2	0.2	0.3	0.1	0.1	†
School enrollment															
Less than 300	0.1	—	—	0.1	0.1	0.4	—	—	1.2	0.2	0.1	—	—	0.2	†
300–999	0.1	0.1	0.1	0.0	0.1	0.2	0.4	0.1	0.0	0.3	0.1	0.3	0.0	0.0	0.1
1,000 or more	0.2	0.3	0.1	0.1	—	0.4	0.5	0.3	0.2	—	0.4	0.6	0.3	0.0	—
Minority enrollment															
Less than 5 percent	0.1	—	0.0	0.0	0.1	0.1	—	0.0	0.0	0.2	0.0	—	0.0	0.0	0.0
5–19 percent	0.1	0.2	0.1	0.0	0.0	0.2	0.2	0.1	0.5	0.1	0.1	0.1	0.0	0.1	0.0
20–49 percent	0.1	0.2	0.1	0.0	0.2	0.2	0.3	0.2	0.1	0.2	0.1	0.3	0.1	0.1	†
50 percent or more	0.1	0.1	0.1	0.0	0.0	0.5	0.6	0.2	0.0	1.1	0.4	0.5	0.4	0.0	0.4
Free/reduced-price lunch eligibility															
Less than 20 percent	0.1	0.1	0.1	0.0	0.1	0.1	0.2	0.1	0.2	0.1	0.1	0.2	0.1	†	0.0
21–34 percent	0.1	0.2	0.2	†	0.2	0.3	0.4	0.4	0.1	0.2	0.2	0.3	0.2	0.0	0.1
35–49 percent	0.1	0.3	0.1	0.1	0.1	0.2	0.6	0.0	0.0	0.2	0.1	0.3	0.1	0.2	†
50–74 percent	0.1	0.1	0.1	†	†	0.4	0.8	0.2	0.0	0.1	0.2	0.6	0.1	0.0	†
75 percent or more	0.1	0.1	—	—	—	0.4	0.2	—	—	—	0.3	0.3	—	—	—

—Fewer than 30 sample cases.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some schools with these characteristics, had a different sample been drawn.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 42,336,819 public school students. Values of 0.0 are less than 0.05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 8.8.—Number of less serious violent or nonviolent criminal incidents reported to police per 1,000 public school students, by type of incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Physical attack or fight without a weapon					Theft or larceny					Vandalism				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	4.4	4.9	4.4	4.6	3.5	2.7	3.2	2.3	2.9	2.6	2.3	2.6	1.8	2.5	2.4
Instructional level															
Elementary school	1.0	0.4	1.2	1.5	0.8	0.9	0.8	1.0	0.9	0.7	1.6	1.3	1.6	2.0	1.3
Middle school	8.7	13.8	7.4	6.4	5.1	3.7	5.0	3.1	3.4	3.2	2.8	3.8	1.5	3.1	3.1
High school	8.0	7.9	8.3	8.2	7.6	5.6	6.9	4.2	5.7	5.6	3.4	4.5	2.4	2.9	4.2
Region															
Northeast	3.5	4.1	4.0	2.3	3.0	2.2	1.9	1.9	2.6	2.6	2.0	2.1	1.5	3.1	1.2
Southeast	4.9	3.6	8.9	4.0	3.0	2.3	2.7	2.5	1.9	1.9	1.7	2.1	1.5	1.3	1.9
Central	4.6	7.2	2.9	4.7	3.6	2.3	2.9	1.5	2.6	2.3	1.9	1.7	1.1	1.9	3.0
West	4.6	4.8	2.8	6.7	4.4	3.7	4.0	2.8	4.3	4.1	3.3	3.5	2.7	3.8	3.3
School enrollment															
Less than 300	4.2	—	—	6.7	4.2	2.6	—	—	3.7	3.1	3.3	—	—	4.9	3.6
300–999	3.1	3.6	2.3	3.6	3.1	1.8	1.8	1.2	2.3	2.3	1.9	2.0	1.5	2.3	2.1
1,000 or more	7.9	7.5	8.9	7.6	—	5.1	5.7	4.6	4.9	—	3.0	3.7	2.8	2.5	—
Minority enrollment															
Less than 5 percent	2.5	—	1.6	3.2	2.3	2.2	—	1.7	2.3	2.4	2.0	—	1.2	2.1	2.3
5–19 percent	3.5	2.6	3.6	4.1	3.3	2.9	2.7	2.4	3.7	3.1	1.9	1.6	1.8	2.6	1.4
20–49 percent	5.3	5.2	5.4	6.3	4.2	2.5	3.4	2.7	1.4	2.1	1.8	2.3	1.2	1.7	2.3
50 percent or more	6.0	5.6	6.3	6.1	8.7	2.9	3.2	1.9	3.0	4.1	3.4	3.2	2.9	4.1	5.6
Free/reduced-price lunch eligibility															
Less than 20 percent	3.5	3.2	3.2	4.7	3.0	2.6	3.6	2.0	3.0	2.6	1.7	1.8	1.4	2.0	2.1
21–34 percent	3.8	4.3	5.3	2.8	2.5	2.8	3.6	2.4	3.1	2.2	1.9	2.3	1.9	2.1	1.3
35–49 percent	4.9	6.2	5.7	4.1	3.8	3.2	3.8	3.4	2.9	2.7	2.2	2.5	1.0	2.3	2.7
50–74 percent	5.7	8.0	4.7	4.6	3.5	2.8	3.7	2.3	2.2	2.4	2.5	2.8	1.3	2.9	3.1
75 percent or more	4.3	3.4	—	—	—	2.3	2.1	—	—	—	3.8	3.1	—	—	—

—Fewer than 30 sample cases.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 42,336,819 public school students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 9.1.—Number of nonfatal crimes against teachers and average annual number of crimes per 1,000 teachers at school, by type of crime and selected teacher characteristics: Aggregated from 1996 through 2000

Teacher characteristics	Total crimes from 1996 to 2000				Average annual number of crimes per 1,000 teachers			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	1,603,300	1,004,300	599,000	68,600	74	46	28	3
Gender								
Male	468,600	201,700	266,900	30,600	89	38	50	6
Female	1,134,700	802,600	332,100	38,000	69	49	20	2
Race/ethnicity								
White, non-Hispanic	1,347,600	850,900	496,700	57,800	75	48	28	3
Black, non-Hispanic	123,200	84,800	38,400	8,600[2]	61	42	19	4[2]
Hispanic	113,900	57,900	56,000	2,200[2]	87	44	43	2[2]
Other, non-Hispanic	6,400	3,600[2]	2,800[2]	†	19	10[2]	8[2]	†
Instructional level								
Elementary	573,000	403,900	169,200	38,100	51	36	15	3
Middle/junior high	480,600	262,600	218,000	15,400[2]	107	59	49	3[2]
Senior high	549,600	337,800	211,800	15,000[2]	91	56	35	3[2]
Urbanicity[3]								
Urban	919,400	545,300	374,000	37,000	89	53	36	4
Suburban	460,100	312,900	147,200	22,700[2]	67	46	21	3[2]
Rural	174,200	112,800	61,400	4,700[2]	47	31	17	1[2]

†No cases were reported in this cell, although the crime defined by the cell could have happened to some teachers with these characteristics, had a different sample had been drawn.

[1]Serious violent crimes are also included in violent crimes.

[2]The estimate was based on fewer than 10 cases.

[3]Teachers teaching in more than one school in different locales are not included.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, at work site, or while working. For thefts, "while working" was not considered since thefts of teachers' property kept at school can occur when teachers are not present. The data were aggregated from 1996 through 2000 due to the small number of teachers in each year's sample. On average, there were about 4.4 million teachers per year over the 5-year period for a total population size of 21,802,946 teachers. The population reported here includes part-time teachers as well as other instructional and support staff. Because of rounding or missing data, detail may not add to totals. Total crime numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1996 through 2000.

Table 10.1.—Percentage and number of teachers who reported that they were threatened with injury by a student during the past 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 and 1999–2000

	1993–94								1999–2000							
	Percent				Number				Percent				Number			
Selected characteristics	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural
Total	11.7	15.1	10.7	9.8	341,000	132,100	99,600	109,300	8.8	11.4	7.5	8.3	304,900	116,300	127,800	60,900
Gender																
Male	14.7	19.5	14.0	11.8	115,900	45,100	33,800	37,000	11.0	14.7	9.5	9.7	95,100	36,600	39,500	19,100
Female	10.5	13.5	9.5	9.1	225,100	87,000	65,800	72,400	8.1	10.3	6.9	7.8	209,800	79,700	88,300	41,800
Race/ethnicity																
White, non-Hispanic	11.5	15.4	10.5	9.9	294,300	103,900	88,400	102,000	8.6	11.2	7.5	8.2	252,500	85,400	112,300	54,800
Black, non-Hispanic	11.9	13.0	12.6	8.5	23,600	14,600	5,300	3,700	11.6	14.1	7.5	11.3	28,300	18,700	6,000	3,600
Hispanic	13.1	15.3	10.6	10.1	15,800	10,200	3,400	2,200	9.1	9.5	8.7	8.0	17,200	9,100	6,700	1,400
Other, non-Hispanic	13.4	16.9	13.0	9.4	7,300	3,300	2,500	1,400	8.3	9.0	7.6	8.7	7,000	3,100	2,700	1,100
Teacher level																
Elementary	8.7	11.7	7.4	7.3	133,600	56,300	35,900	41,400	8.0	10.0	6.6	8.0	148,100	57,700	60,500	29,800
Secondary	15.0	19.3	14.2	12.5	207,400	75,800	63,700	67,900	9.9	13.2	8.6	8.6	156,900	58,500	67,200	31,100
Control																
Public	12.8	17.8	11.6	10.2	325,400	126,800	92,600	106,000	9.6	13.5	7.9	8.6	287,400	109,300	119,300	58,800
Private	4.2	3.3	5.0	4.6	15,600	5,300	7,000	3,300	3.9	3.3	4.5	4.0	17,500	7,000	8,400	2,100

NOTE: Population sizes for teachers are 2,940,000 in 1993–94 and 3,451,000 in 1999–2000. Because of rounding or missing data, detail may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Teacher and School Surveys," 1993–94 and 1999–2000.

Table 10.2.—Percentage and number of teachers who reported that they were physically attacked by a student during the past 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 and 1999–2000

	1993–94								1999–2000							
	Percent				Number				Percent				Number			
Selected characteristics	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural
Total	4.1	5.6	4.0	3.1	119,200	48,100	37,000	34,100	3.9	5.4	3.4	3.0	134,800	54,900	57,900	22,000
Gender																
Male	3.9	5.8	3.6	2.7	30,800	13,500	8,800	8,500	3.6	5.3	3.3	1.8	30,600	13,200	13,800	3,500
Female	4.2	5.4	4.1	3.3	88,400	34,600	28,200	25,700	4.0	5.4	3.4	3.5	104,200	41,600	44,100	18,500
Race/ethnicity																
White, non-Hispanic	4.1	5.7	3.9	3.1	102,700	37,900	32,800	32,000	3.8	5.4	3.4	3.0	111,700	40,800	51,000	19,900
Black, non-Hispanic	3.9	4.2	4.3	2.4	7,700	4,800	1,900	1,000	4.8	5.9	3.0	4.4	11,600	7,800	2,400	1,400
Hispanic	5.2	6.4	4.3	2.7	6,100	4,200	1,300	500	4.6	5.4	4.4	1.8	8,800	5,100	3,400	300
Other, non-Hispanic	5.2	6.6	5.0	3.6	2,800	1,200	1,000	500	3.1	3.2	3.2	2.6	2,600	1,100	1,200	300
Teacher level																
Elementary	4.9	6.5	4.6	3.8	75,400	31,100	22,400	22,000	5.5	7.2	4.9	4.3	102,200	41,600	44,700	15,900
Secondary	3.2	4.3	3.2	2.2	43,800	17,000	14,600	12,200	2.1	3.0	1.7	1.7	32,600	13,200	13,300	6,100
Control																
Public	4.4	6.4	4.2	3.2	110,700	45,100	32,900	32,600	4.2	6.2	3.5	3.1	125,000	50,700	53,200	21,200
Private	2.3	1.9	2.9	2.1	8,500	3,000	4,000	1,500	2.2	2.0	2.6	1.6	9,800	4,200	4,800	800

NOTE: Population sizes for teachers are 2,940,000 in 1993–94 and 3,451,000 in 1999–2000. Because of rounding or missing data, detail may not add to totals. Numbers are rounded to the nearest 100.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Teacher and School Surveys," 1993–94 and 1999–2000.

Table 11.1.—Percentage of students in grades 9 through 12 who reported carrying a weapon on school property at least 1 day in the past 30 days, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001

Student characteristics	1993	1995[1]	1997[1]	1999[1]	2001[1]
Total	11.8	9.8	8.5	6.9	6.4
Gender					
Male	17.9	14.3	12.5	11.0	10.2
Female	5.1	4.9	3.7	2.8	2.9
Race/ethnicity[2]					
White	§	§	§	6.4	6.1
Black or African American	§	§	§	5.0	6.3
Hispanic or Latino	§	§	§	7.9	5.7
Asian	§	§	§	6.5	7.2
American Indian or Alaska Native	§	§	§	11.6	16.4
Native Hawaiian or other Pacific Islander	§	§	§	9.3	10.0
Multiple	§	§	§	11.4	13.2
Grade					
9th	12.6	10.7	10.2	7.2	6.7
10th	11.5	10.4	7.7	6.6	6.7
11th	11.9	10.2	9.4	7.0	6.1
12th	10.8	7.6	7.0	6.2	6.0

§The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[1]The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

[2]Hispanics and Latinos are not included in these race/ethnicity categories unless specified. While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Table 11.2.—Percentage of students in grades 9 through 12 who reported carrying a weapon anywhere at least 1 day in the past 30 days, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001

Student characteristics	1993	1995[1]	1997[1]	1999[1]	2001[1]
Total	22.1	20.0	18.3	17.3	17.4
Gender					
Male	34.3	31.1	27.7	28.6	29.3
Female	9.2	8.3	7.0	6.0	6.2
Race/ethnicity[2]					
White	§	§	§	16.4	17.9
Black or African American	§	§	§	17.2	15.2
Hispanic or Latino	§	§	§	18.7	15.7
Asian	§	§	§	13.0	10.5
American Indian or Alaska Native	§	§	§	21.8	31.2
Native Hawaiian or other Pacific Islander	§	§	§	25.3	17.4
Multiple	§	§	§	22.2	25.2
Grade					
9th	25.5	22.6	22.6	17.6	19.8
10th	21.4	21.1	17.4	18.7	16.7
11th	21.5	20.3	18.2	16.1	16.8
12th	19.9	16.1	15.4	15.9	15.1

§The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[1]The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

[2]Hispanics and Latinos are not included in these race/ethnicity categories unless specified. While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

NOTE: The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days they carried a weapon.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Table 12.1.—Percentage of students ages 12 through 18 who reported fear at school or on the way to and from school and away from school during the previous 6 months, by selected student characteristics: 1995, 1999, and 2001

Student characteristics	Feared attack at school or on the way to and from school			Feared attack away from school	
	1995	1999	2001	1999	2001
Total	11.8	7.3	6.4	5.7	4.6
Gender					
Male	10.8	6.5	6.4	4.1	3.7
Female	12.8	8.2	6.4	7.4	5.6
Race/ethnicity					
White, non-Hispanic	8.1	5.0	4.9	4.3	3.7
Black, non-Hispanic	20.3	13.5	8.9	8.7	6.3
Hispanic	20.9	11.7	10.6	8.9	6.5
Other, non-Hispanic	13.5	6.7	6.4	5.4	6.6
Grade					
6th	14.3	10.9	10.6	7.8	6.3
7th	15.3	9.5	9.2	6.1	5.5
8th	13.0	8.1	7.6	5.5	4.4
9th	11.6	7.1	5.5	4.6	4.5
10th	11.0	7.1	5.0	4.8	4.2
11th	8.9	4.8	4.8	5.9	4.7
12th	7.8	4.8	2.9	6.1	3.3
Urbanicity					
Urban	18.4	11.6	9.7	9.1	7.4
Suburban	9.8	6.2	4.8	5.0	3.8
Rural	8.6	4.8	6.0	3.0	3.0
Control					
Public	12.2	7.7	6.6	5.8	4.6
Private	7.3	3.6	4.6	5.0	5.1

NOTE: In 1995 and 1999, students reported fear of "attack or harm" at school during the previous 6 months. In 2001, students reported fear of "attack or threat of attack" at school during the previous 6 months. Includes students who reported that they sometimes or most of the time feared being victimized in this way. See appendix B for details. Population sizes for students ages 12 through 18 are 23,601,000 in 1995, 24,614,000 in 1999, and 24,315,190 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995, 1999, and 2001.

Table 13.1.—Percentage of students ages 12 through 18 who reported that they avoided one or more places in school during the previous 6 months, by selected student characteristics: 1995, 1999, and 2001

Student characteristics	1995	1999	2001
Total	8.7	4.6	4.7
Gender			
Male	8.8	4.6	4.7
Female	8.5	4.6	4.6
Race/ethnicity			
White, non-Hispanic	7.1	3.8	3.9
Black, non-Hispanic	12.1	6.7	6.6
Hispanic	12.9	6.2	5.5
Other, non-Hispanic	11.1	5.4	6.2
Grade			
6th	11.6	5.9	6.8
7th	11.8	6.1	6.2
8th	8.8	5.5	5.2
9th	9.5	5.3	5.0
10th	7.8	4.7	4.2
11th	6.9	2.5	2.8
12th	4.1	2.4	3.0
Urbanicity			
Urban	11.7	5.8	6.0
Suburban	7.9	4.7	4.3
Rural	7.0	3.0	3.9
Control			
Public	9.3	5.0	4.9
Private	2.2	1.6	2.0

NOTE: Places include the entrance into the school, any hallways or stairs in the school, parts of the school cafeteria, any school restrooms, and other places inside the school building. See appendix B for details on changes to the questionnaire among survey years. Population sizes for students ages 12 through 18 are 23,601,000 in 1995, 24,614,000 in 1999, and 24,315,190 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995, 1999, and 2001.

Table 14.1.—Percentage of students ages 12 through 18 who reported being targets of hate-related words at school during the previous 6 months, by selected student characteristics: 2001

Student characteristics	Total*	Hate-related words related to student's characteristics					
		Race	Religion	Ethnicity	Disability	Gender	Sexual orientation
Total	12.3	4.2	1.8	2.7	1.1	2.8	1.2
Gender							
Male	12.8	4.6	2.0	3.2	1.2	1.2	1.3
Female	11.7	3.7	1.6	2.2	0.9	4.4	1.2
Race/ethnicity							
White, non-Hispanic	12.1	2.8	2.0	1.6	1.2	3.3	1.6
Black, non-Hispanic	13.9	7.8	1.3	3.3	1.1	2.7	0.8
Hispanic	11.0	4.9	1.2	6.0	0.6	1.0	0.5
Other, non-Hispanic	13.6	9.7	2.7	5.9	0.4	0.8	0.0
Grade							
6th	12.1	2.7	1.1	1.9	2.1	2.1	0.4
7th	14.1	5.0	1.8	3.4	1.6	3.2	1.1
8th	13.0	5.3	2.2	3.1	1.0	2.2	1.0
9th	12.1	3.6	1.3	2.1	1.0	3.4	1.2
10th	13.1	4.6	2.1	2.6	0.8	3.1	1.9
11th	12.7	4.7	2.3	3.1	1.1	2.7	1.7
12th	7.9	2.2	1.7	2.3	0.2	2.3	1.1
Urbanicity							
Urban	11.9	5.0	1.6	3.3	0.9	2.5	0.9
Suburban	12.4	4.2	1.9	2.8	1.1	2.9	1.5
Rural	12.4	2.9	2.1	1.7	1.1	2.7	1.0
Control							
Public	12.7	4.4	1.9	2.8	1.2	2.8	1.2
Private	8.2	1.5	1.5	1.6	0.3	2.0	1.3

*In the SCS questionnaire, students are asked if they were the targets of hate-related words at school. If the students respond that they were called a hate-related word, they are asked to choose the specific characteristics that the hate-related word targeted. Students were allowed to choose more than one characteristic. If a student chose more than one characteristic, he or she is counted once under the "total" category. Therefore, the percent of students who reported being called a hate-related word is less than the sum of all the individual characteristics.

NOTE: "At school" means in the school building, on school property, on a school bus, or going to and from school. Population size is 24,315,190 students ages 12 through 18 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 2001.

Table 14.2.—Percentage of students ages 12 through 18 who saw hate-related graffiti at school during the previous 6 months, by selected student characteristics: 1999 and 2001

Student characteristics	1999[1]	2001[2]
Total	36.3	35.5
Gender		
Male	33.8	34.9
Female	38.9	36.1
Race/ethnicity		
White, non-Hispanic	36.4	36.2
Black, non-Hispanic	37.6	33.6
Hispanic	35.6	35.1
Other, non-Hispanic	32.2	32.1
Grade		
6th	30.3	34.9
7th	34.9	34.9
8th	35.6	36.7
9th	39.2	35.7
10th	38.9	36.2
11th	37.0	36.1
12th	35.6	33.0
Urbanicity		
Urban	37.0	35.7
Suburban	37.3	36.0
Rural	32.7	33.8
Control		
Public	38.0	37.3
Private	20.7	16.8

[1]In 1999, "At school" means in the school building, on the school grounds, or on a school bus.

[2]In 2001, "At school" means in the school building, on school property, on a school bus, or going to and from school.

NOTE: Population sizes for students ages 12 through 18 are 24,614,000 in 1999 and 24,315,190 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999 and 2001.

Table 15.1.—Percentage of students ages 12 through 18 who reported that street gangs were present at school during the previous 6 months, by urbanicity and selected student characteristics: 2001

Student characteristics	Total	Urban	Suburban	Rural
Total	20.1	28.9	18.3	13.3
Gender				
Male	21.4	31.9	18.9	14.0
Female	18.8	25.9	17.5	12.5
Race/ethnicity				
White, non-Hispanic	15.5	20.5	15.4	12.1
Black, non-Hispanic	28.6	32.4	25.4	22.5
Hispanic	32.0	40.3	27.1	16.8
Other, non-Hispanic	21.4	27.0	20.0	7.9
Grade				
6th	11.2	14.9	9.0	11.0
7th	15.7	23.7	13.7	8.9
8th	17.3	24.0	16.6	10.1
9th	24.3	35.3	20.8	18.9
10th	23.6	33.1	22.3	14.4
11th	24.2	34.2	22.7	15.8
12th	21.1	34.1	18.6	11.5
Control				
Public	21.6	31.9	19.5	13.7
Private	4.9	5.0	4.3	7.0

NOTE: "At school" means in the school building, on school property, on a school bus, or going to and from school. Population size is 24,315,190 students ages 12 through 19 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 2001.

Table 16.1.—Percentage of public school principals who reported that selected discipline issues were a serious or moderate problem in their school, by school level and urbanicity: 1993–94 and 1999–2000

	Percent			Elementary schools			Secondary schools		
	Total*	Elementary	Secondary	Central city	Urban fringe/ large town	Small town/ rural	Central city	Urban fringe/ large town	Small town/ rural
1993–94									
Student tardiness	24.9	18.5	42.5	30.9	17.3	12.3	54.3	47.5	37.0
Student absenteeism	26.8	19.3	46.1	28.9	15.2	16.5	62.5	44.5	42.0
Student disrespect for teachers	19.2	16.9	25.1	21.0	14.0	16.4	33.8	24.2	23.0
Student use of alcohol	15.6	3.4	50.1	1.5	1.4	5.7	38.8	46.2	55.1
Physical conflicts among students	19.3	19.1	19.7	27.7	16.3	16.0	32.9	25.5	13.4
Student drug abuse	9.4	2.0	29.9	1.9	1.6	2.3	30.8	35.8	27.3
Students cutting class	6.0	1.2	20.2	2.4	0.7	0.8	32.2	27.1	13.8
Vandalism of school property	9.1	8.8	9.6	14.8	8.9	5.3	17.5	10.6	6.8
Robbery or theft	6.1	4.4	10.9	6.5	4.6	3.1	15.2	11.7	9.2
Student possession of weapons	3.3	1.8	6.7	2.6	2.1	1.2	14.7	9.9	3.0
1999–2000									
Student tardiness	32.4	27.1	47.9	40.1	25.0	18.1	61.2	49.8	39.8
Student absenteeism	29.3	22.2	48.3	30.0	18.3	21.2	61.7	47.7	43.0
Student disrespect for teachers	19.8	17.4	25.1	21.2	13.9	19.7	28.2	24.6	24.1
Student use of alcohol	15.0	2.9	47.9	0.5	1.3	8.0	36.1	46.6	54.6
Physical conflicts among students	12.6	12.7	11.6	18.9	9.2	12.7	17.0	12.2	8.6
Student drug abuse	12.4	2.5	38.9	1.3	1.4	5.5	36.5	39.4	39.4
Students cutting class	6.0	1.1	20.4	2.1	0.4	1.2	35.7	21.4	12.4
Vandalism of school property	5.7	5.2	6.7	8.0	4.0	4.7	11.4	5.8	5.6
Robbery or theft	3.5	2.3	7.0	3.9	1.2	2.5	9.2	7.0	6.0
Student possession of weapons	1.1	0.8	2.0	1.0	0.5	1.0	3.3	1.9	1.6

*Includes combined elementary/secondary schools not shown separately.

NOTE: Population size is 79,618 public school principals for 1993–94 and 83,790 public and public charter school principals for 1999–2000.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public and Public Charter School Principal Surveys," 1993–94 and 1999–2000.

Table 17.1.—Percentage of students in grades 9 through 12 who reported using alcohol in the last 30 days, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001

Student characteristics	Anywhere					On school property				
	1993	1995[†]	1997[†]	1999[†]	2001[†]	1993	1995[†]	1997[†]	1999[†]	2001[†]
Total	48.0	51.6	50.8	50.0	47.1	5.2	6.3	5.6	4.9	4.9
Gender										
Male	50.1	53.2	53.3	52.3	49.2	6.2	7.2	7.2	6.1	6.1
Female	45.9	49.9	47.8	47.7	45.0	4.2	5.3	3.6	3.6	3.8
Race/ethnicity[2]										
White	§	§	§	52.5	50.4	§	§	§	4.8	4.2
Black or African American	§	§	§	39.9	32.7	§	§	§	4.3	5.3
Hispanic or Latino	§	§	§	52.8	49.1	§	§	§	7.0	6.7
Asian	§	§	§	25.7	28.4	§	§	§	2.0	6.8
American Indian or Alaska Native	§	§	§	49.4	51.4	§	§	§	7.8	8.2
Native Hawaiian or other Pacific Islander	§	§	§	60.8	52.3	§	§	§	6.7	12.4
Multiple	§	§	§	51.1	45.4	§	§	§	5.2	7.0
Grade										
9th	40.5	45.6	44.2	40.6	41.1	5.2	7.5	5.9	4.4	5.3
10th	44.0	49.5	47.2	49.7	45.2	4.7	5.9	4.6	5.0	5.1
11th	49.7	53.7	53.2	50.9	49.3	5.2	5.7	6.0	4.7	4.7
12th	56.4	56.5	57.3	61.7	55.2	5.5	6.2	5.9	5.0	4.3

§The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[†]The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

[2]Hispanics and Latinos are not included in these race/ethnicity categories unless specified. While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather students are simply asked during the past 30 days, on how many days did they have at least one drink of alcohol.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Table 18.1.—Percentage of students in grades 9 through 12 who reported using marijuana in the last 30 days, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001

Student characteristics	Anywhere					On school property				
	1993	1995[1]	1997[1]	1999[1]	2001[1]	1993	1995[1]	1997[1]	1999[1]	2001[1]
Total	17.7	25.3	26.2	26.7	23.9	5.6	8.8	7.0	7.2	5.4
Gender										
Male	20.6	28.4	30.2	30.8	27.9	7.8	11.9	9.0	10.1	8.0
Female	14.6	22.0	21.4	22.6	20.0	3.3	5.5	4.6	4.4	2.9
Race/ethnicity[2]										
White	§	§	§	26.4	24.4	§	§	§	6.5	4.8
Black or African American	§	§	§	26.4	21.8	§	§	§	7.2	6.1
Hispanic or Latino	§	§	§	28.2	23.3	§	§	§	10.7	7.4
Asian	§	§	§	13.5	10.9	§	§	§	4.3	4.7
American Indian or Alaska Native	§	§	§	36.2	36.4	§	§	§	8.9	21.5
Native Hawaiian or other Pacific Islander	§	§	§	33.8	21.9	§	§	§	11.0	6.4
Multiple	§	§	§	29.1	31.8	§	§	§	7.8	5.2
Grade										
9th	13.2	20.9	23.6	21.7	19.4	4.4	8.7	8.1	6.6	5.5
10th	16.5	25.5	25.0	27.8	24.8	6.5	9.8	6.4	7.6	5.8
11th	18.4	27.6	29.3	26.7	25.8	6.5	8.6	7.9	7.0	5.1
12th	22.0	26.2	26.6	31.5	26.9	5.1	8.0	5.7	7.3	4.9

§The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[1]The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

[2]Hispanics and Latinos are not included in these race/ethnicity categories unless specified. While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times during the past 30 days they used marijuana.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Table 19.1.—Percentage of students in grades 9 through 12 who reported that drugs were made available to them on school property during the last 12 months, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001

Student characteristics	1993	1995[1]	1997[1]	1999[1]	2001[1]
Total	24.0	32.1	31.7	30.2	28.5
Gender					
Male	28.5	38.8	37.4	34.7	34.6
Female	19.1	24.8	24.7	25.7	22.7
Race/ethnicity[2]					
White	§	§	§	28.8	28.3
Black or African American	§	§	§	25.3	21.9
Hispanic or Latino	§	§	§	36.9	33.4
Asian	§	§	§	25.7	25.7
American Indian or Alaska Native	§	§	§	30.6	34.5
Native Hawaiian or other Pacific Islander	§	§	§	46.9	50.2
Multiple	§	§	§	36.0	34.5
Grade					
9th	21.8	31.1	31.4	27.6	29.0
10th	23.7	35.0	33.4	32.1	29.0
11th	27.5	32.8	33.2	31.1	28.7
12th	23.0	29.1	29.0	30.5	26.9

§The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[1]The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

[2]Hispanics and Latinos are not included in these race/ethnicity categories unless specified. While there appear to be large differences among racial/ethnic groups, these differences are associated with large standard errors and should be interpreted with caution.

NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

STANDARD ERROR TABLES

Table S2.1.—Standard errors for table 2.1: Number of nonfatal crimes against students ages 12 through 18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992 to 2000

	1992				1993				1994			
Student characteristics	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	198,370	153,120	100,850	40,700	162,900	120,580	88,770	35,470	145,100	107,810	78,580	32,520
Gender												
Male	144,430	107,630	79,880	34,510	114,440	82,460	66,440	26,230	100,210	73,110	57,220	24,820
Female	111,330	91,740	51,360	19,040	95,770	74,610	49,550	21,540	87,190	67,350	45,770	18,780
Age												
12–14	135,560	100,080	76,430	33,310	112,960	81,110	65,960	26,410	101,110	72,440	59,200	24,910
15–18	121,170	99,660	55,740	20,810	97,400	76,030	50,130	21,330	86,220	68,050	43,440	18,690
Race/ethnicity												
White, non-Hispanic	164,190	127,990	83,030	30,630	135,350	101,090	73,570	26,900	116,160	88,490	61,210	23,330
Black, non-Hispanic	57,210	42,280	34,270	20,530	47,520	35,070	28,380	17,650	44,500	32,380	27,000	12,760
Hispanic	45,580	35,360	25,710	11,920[2]	37,350	27,330	22,930	9,000	38,500	27,080	24,620	13,900
Other, non-Hispanic	26,190	24,010	9,350[2]	†	17,940	14,860	9,260	3,930[2]	17,370	13,690	9,880	5,570[2]
Urbanicity												
Urban	86,020	66,450	46,580	24,050	69,720	50,180	41,960	18,990	62,530	43,640	39,100	20,320
Suburban	133,300	104,970	67,150	26,630	109,610	84,200	57,610	22,360	98,030	74,090	53,010	21,370
Rural	75,950	58,570	41,650	13,920[2]	62,430	46,010	36,640	15,660	54,610	44,040	27,320	8,580
Household income												
Less than $7,500	41,070	28,830	26,810	12,280[2]	31,820	19,530	23,470	9,520	23,720	15,970	16,330	10,320
$7,500–14,999	48,700	35,910	29,600	14,670[2]	37,650	28,210	22,340	10,960	32,500	24,940	18,620	6,310[2]
$15,000–24,999	55,070	36,220	37,820	17,480	46,480	32,730	29,550	10,900	41,700	31,930	23,540	10,820
$25,000–34,999	60,640	48,610	31,440	9,530[2]	56,670	45,480	28,840	10,990	45,410	32,000	28,670	12,190
$35,000–49,999	78,940	65,880	36,360	14,740[2]	56,010	42,450	31,740	14,090	52,950	40,630	29,250	11,630
$50,000–74,999	62,170	54,390	25,270	7,970[2]	54,430	43,170	28,480	12,010	49,760	37,960	27,910	11,970
$75,000 or more	52,490	41,320	28,530	13,110[2]	41,750	35,070	19,540	7,920[2]	38,870	32,060	19,010	7,080[2]

NOTE: See footnotes at end of table.

Table S2.1.—Standard errors for table 2.1: Number of nonfatal crimes against students ages 12 through 18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992 to 2000—Continued

Student characteristics	1995				1996				1997			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	137,010	102,220	73,970	26,320	135,320	102,390	71,600	27,750	135,390	93,670	71,460	27,750
Gender												
Male	96,800	71,360	54,550	20,680	95,130	68,170	56,080	21,930	89,920	64,160	55,150	22,070
Female	80,210	61,890	42,460	14,670	80,010	65,630	37,320	15,310	75,780	60,210	39,470	15,420
Age												
12–14	98,330	70,630	57,480	20,770	93,650	68,770	53,370	17,970	85,940	61,180	52,980	20,300
15–18	78,500	62,680	38,910	14,570	81,630	65,020	40,680	19,680	80,080	63,220	42,090	17,580
Race/ethnicity												
White, non-Hispanic	111,780	84,240	60,170	18,890	108,940	83,240	57,530	19,010	102,130	75,950	58,740	21,130
Black, non-Hispanic	39,410	28,680	24,110	11,970	39,340	31,920	20,130	11,590	40,350	30,880	23,430	10,460[2]
Hispanic	35,400	26,300	21,190	9,840	37,610	26,330	24,290	12,440	33,330	24,680	20,560	10,980
Other, non-Hispanic	17,830	15,500	8,020	4,770[2]	19,190	15,360	10,590	5,730[2]	19,580	17,210	8,580[2]	4,050[2]
Urbanicity												
Urban	59,070	44,260	33,640	16,410	62,800	46,360	36,550	17,860	60,360	45,120	35,480	17,730
Suburban	94,130	70,700	51,590	16,240	91,550	68,980	50,180	17,780	86,950	63,680	51,590	19,080
Rural	49,870	38,530	27,350	9,390	46,730	39,300	21,450	7,770[2]	44,120	35,980	22,560	5,860[2]
Household income												
Less than $7,500	20,400	11,900	15,770	8,460	20,970	16,440	11,960	6,060[2]	17,530	12,010	12,140	3,680[2]
$7,500–14,999	30,290	22,200	18,680	9,650	29,740	22,030	18,140	8,500	31,700	23,140	19,780	7,230[2]
$15,000–24,999	39,110	29,710	22,470	7,800[2]	40,040	28,880	24,830	12,540	39,190	29,360	23,210	10,260
$25,000–34,999	43,830	32,840	25,530	10,540	40,760	30,400	24,100	9,730	40,860	31,200	23,400	8,730
$35,000–49,999	50,240	38,410	28,050	9,560	48,990	37,630	27,270	11,070	45,400	31,440	29,420	12,720
$50,000–74,999	47,650	37,630	25,180	9,490	48,750	39,110	24,990	9,570	47,280	37,860	24,490	11,050
$75,000 or more	41,730	33,600	21,430	5,820[2]	40,500	34,290	18,480	6,620[2]	44,580	35,320	23,710	9,100[2]

NOTE: See footnotes at end of table.

Table S2.1.—Standard errors for table 2.1: Number of nonfatal crimes against students ages 12 through 18 occurring at school or on the way to or from school, by type of crime and selected student characteristics: 1992 to 2000—Continued

	1998				1999				2000			
Student characteristics	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	149,930	103,930	85,310	33,210	125,980	95,930	66,490	26,370	113,340	85,640	60,010	22,210
Gender												
Male	102,780	68,310	63,240	23,850	86,840	65,080	47,860	19,710	80,230	57,610	47,080	19,170
Female	86,560	64,680	45,950	20,230	76,970	60,260	39,490	15,730	66,300	54,230	31,140	9,910[2]
Age												
12–14	100,100	65,870	62,380	25,550	89,160	66,440	49,540	21,240	72,500	52,920	41,860	14,170
15–18	89,430	67,140	46,960	18,240	74,430	58,820	37,560	13,790	74,390	58,850	37,280	15,980
Race/ethnicity												
White, non-Hispanic	115,070	79,760	66,740	25,070	99,010	76,300	51,640	18,070	88,350	67,710	46,460	14,540
Black, non-Hispanic	48,030	34,220	28,740	12,790	43,570	32,050	25,760	13,830	36,710	28,370	20,380	8,000[2]
Hispanic	37,920	27,680	22,380	11,960	30,990	24,330	16,850	8,830	32,650	22,860	21,010	12,140
Other, non-Hispanic	19,930	15,470	11,240	3,770[2]	17,860	14,270	9,760	3,950[2]	12,720	11,180	5,570[2]	2,730[2]
Urbanicity												
Urban	70,950	50,520	41,210	19,210	56,790	45,230	28,710	14,450	49,880	39,460	25,850	14,090
Suburban	93,090	65,960	53,270	18,380	85,820	63,790	47,970	19,630	77,390	58,200	42,460	13,760
Rural	52,210	35,890	32,470	14,720	45,280	35,740	23,710	5,720[2]	41,070	31,260	23,190	7,500[2]
Household income												
Less than $7,500	23,100	15,760	15,350	8,150[2]	18,030	11,500	13,040	7,110[2]	14,730	10,480	9,730[2]	4,350[2]
$7,500–14,999	32,410	18,830	24,110	9,940[2]	23,220	17,310	14,010	5,040[2]	20,420	14,530	13,260	5,340[2]
$15,000–24,999	45,740	30,430	29,780	10,800	33,880	26,170	18,840	9,130[2]	31,600	25,110	16,850	6,470[2]
$25,000–34,999	40,490	26,530	26,990	13,370	31,360	24,810	16,780	4,060[2]	30,100	21,890	18,580	7,680[2]
$35,000–49,999	41,210	32,130	21,690	9,350[2]	43,720	32,810	25,070	8,610[2]	38,590	28,600	22,820	8,700[2]
$50,000–74,999	50,130	37,300	28,090	12,330	44,220	33,070	25,490	13,170	42,290	33,780	21,790	9,360[2]
$75,000 or more	47,320	37,070	24,360	8,700[2]	47,220	41,010	19,150	9,300[2]	41,060	33,920	19,650	7,790[2]

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics, had a different sample been drawn.

[1]Serious violent crimes are also included in violent crimes.

[2]Estimate based on fewer than 10 cases.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Standard errors are rounded to the nearest 10.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 2000.

Table S2.2.—Standard errors for table 2.2: Number of nonfatal crimes against students ages 12 through 18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 2000

Student characteristics	1992				1993				1994			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	7.2	5.8	4.0	1.7	5.7	4.4	3.4	1.4	4.9	3.8	2.9	1.3
Gender												
Male	10.0	7.9	6.1	2.8	7.7	5.9	4.9	2.0	6.6	5.1	4.1	1.9
Female	8.6	7.3	4.3	1.6	7.0	5.7	4.0	1.8	6.2	5.0	3.5	1.5
Age												
12–14	10.6	8.3	6.6	3.0	8.4	6.5	5.4	2.3	7.4	5.7	4.8	2.1
15–18	8.3	7.0	4.1	1.6	6.4	5.2	3.6	1.6	5.5	4.5	3.0	1.3
Race/ethnicity												
White, non-Hispanic	8.7	7.1	4.8	1.9	6.9	5.4	4.1	1.6	5.8	4.7	3.4	1.3
Black, non-Hispanic	13.3	10.2	8.4	5.2	10.7	8.2	6.8	4.3	10.0	7.6	6.5	3.2
Hispanic	15.6	12.5	9.4	4.5[2]	11.9	9.1	7.7	3.1	10.8	8.0	7.4	4.3
Other, non-Hispanic	27.5	25.5	10.6[2]	†	18.2	15.4	9.9	4.3[2]	16.5	13.4	9.9	5.7[2]
Urbanicity												
Urban	12.1	9.7	7.1	3.8	9.2	6.9	5.9	2.8	8.0	5.9	5.4	2.9
Suburban	9.8	8.1	5.4	2.2	8.0	6.4	4.6	1.9	6.9	5.5	4.1	1.7
Rural	11.7	9.4	6.9	2.4[2]	8.9	6.8	5.6	2.5	7.6	6.3	4.1	1.3
Household income												
Less than $7,500	18.3	13.4	12.6	6.0[2]	13.9	9.0	10.7	4.5	11.4	8.0	8.1	5.3
$7,500–14,999	14.6	11.2	9.4	4.8[2]	12.3	9.6	7.8	3.9	10.8	8.6	6.6	2.3[2]
$15,000–24,999	14.8	10.3	10.7	5.2	11.5	8.6	7.8	3.0	10.1	8.0	6.1	2.9
$25,000–34,999	15.1	12.5	8.4	2.7[2]	13.2	11.1	7.4	3.0	11.2	8.4	7.6	3.4
$35,000–49,999	15.9	13.8	8.2	3.4[2]	11.4	9.1	7.0	3.3	10.1	8.2	6.1	2.5
$50,000–74,999	16.0	14.4	7.2	2.3[2]	12.5	10.4	7.2	3.2	10.7	8.6	6.6	2.9
$75,000 or more	23.9	19.9	14.5	7.0[2]	17.0	14.8	8.9	3.7[2]	13.7	11.8	7.4	2.9[2]

NOTE: See footnotes at end of table.

Table S2.2.–Standard errors for table 2.2: Number of nonfatal crimes against students ages 12 through 18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 2000—Continued

Student characteristics	1995				1996				1997			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	4.6	3.6	2.7	1.0	4.6	3.6	2.6	1.0	4.3	3.3	2.6	1.0
Gender												
Male	6.3	4.9	3.9	1.5	6.2	4.7	3.9	1.6	6.0	4.4	3.8	1.6
Female	5.7	4.6	3.2	1.2	5.6	4.7	2.8	1.2	5.4	4.4	3.0	1.2
Age												
12–14	7.1	5.5	4.6	1.8	7.0	5.4	4.3	1.5	6.6	4.9	4.3	1.7
15–18	5.0	4.1	2.7	1.0	5.1	4.2	2.7	1.3	5.0	4.0	2.8	1.2
Race/ethnicity												
White, non-Hispanic	5.6	4.4	3.3	1.1	5.5	4.4	3.1	1.1	5.3	4.1	3.2	1.2
Black, non-Hispanic	8.8	6.7	5.7	2.9	9.1	7.6	4.9	2.9	9.0	7.1	5.5	2.5[2]
Hispanic	9.7	7.5	6.1	2.9	9.7	7.1	6.6	3.5	8.5	6.5	5.4	3.0
Other, non-Hispanic	15.4	13.6	7.3	4.4[2]	16.4	13.5	9.5	5.3[2]	15.7	13.9	7.2[2]	3.5[2]
Urbanicity												
Urban	7.4	5.8	4.5	2.3	7.7	5.9	4.8	2.4	7.3	5.6	4.5	2.3
Suburban	6.5	5.1	3.9	1.3	6.1	4.8	3.6	1.3	6.0	4.5	3.7	1.4
Rural	7.3	5.8	4.2	1.5	7.3	6.3	3.6	1.3[2]	7.1	5.9	3.8	1.0[2]
Household income												
Less than $7,500	10.9	6.6	8.7	4.8	12.3	9.9	7.3	3.8[2]	12.2	8.6	8.7	2.7[2]
$7,500–14,999	9.9	7.5	6.4	3.4	9.9	7.6	6.3	3.0	10.7	8.1	7.0	2.7[2]
$15,000–24,999	10.3	8.2	6.4	2.3[2]	10.2	7.6	6.7	3.5	10.4	8.1	6.5	3.0
$25,000–34,999	10.9	8.6	6.9	3.0	10.8	8.4	6.8	2.9	10.7	8.5	6.5	2.5
$35,000–49,999	9.3	7.4	5.6	2.0	9.5	7.6	5.7	2.4	9.2	6.6	6.3	2.8
$50,000–74,999	10.1	8.3	5.8	2.3	10.0	8.3	5.5	2.2	9.3	7.7	5.2	2.4
$75,000 or more	12.6	10.6	7.1	2.0[2]	11.5	10.0	5.7	2.1[2]	10.9	9.0	6.3	2.5[2]

NOTE: See footnotes at end of table.

Table S2.2.—Standard errors for table 2.2: Number of nonfatal crimes against students ages 12 through 18 occurring at school or on the way to or from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 2000—Continued

	1998				1999				2000			
Student characteristics	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	4.8	3.3	3.1	1.7	4.3	3.4	2.4	1.0	3.8	3.0	2.1	0.8
Gender												
Male	6.4	4.4	4.3	2.5	5.7	4.4	3.3	1.4	5.2	3.9	3.2	1.4
Female	5.7	4.0	3.6	1.9	5.4	4.3	2.9	1.2	4.7	3.9	2.3	0.7[2]
Age												
12–14	6.1	4.2	3.8	1.9	6.7	5.2	4.0	1.8	5.6	4.2	3.4	1.2
15–18	5.9	4.1	4.0	2.4	4.6	3.7	2.4	0.9	4.5	3.7	2.4	1.0
Race/ethnicity												
White, non-Hispanic	5.6	3.9	3.7	1.9	5.2	4.1	2.9	1.0	4.6	3.6	2.6	0.8
Black, non-Hispanic	9.7	6.9	6.4	4.3	9.5	7.3	6.0	3.3	8.0	6.4	4.7	1.9[2]
Hispanic	9.0	5.8	6.5	4.4	7.3	5.9	4.1	2.2	7.6	5.5	5.1	3.0
Other, non-Hispanic	15.4	12.3	9.0	5.5[2]	13.9	11.3	7.9	3.2[2]	10.5	9.3	4.7[2]	2.3[2]
Urbanicity												
Urban	8.3	5.7	5.8	3.6	7.1	5.8	3.8	1.9	6.1	4.9	3.3	1.8
Suburban	6.0	4.2	3.9	2.1	5.5	4.2	3.2	1.4	5.0	3.9	2.9	1.0
Rural	7.0	5.1	4.4	2.2	7.7	6.2	4.2	1.1[2]	7.2	5.6	4.2	1.4[2]
Household income												
Less than $7,500	16.8	10.6	13.0	8.5[2]	15.1	10.0	11.3	6.3[2]	13.8	10.1	9.4[2]	4.3[2]
$7,500–14,999	13.3	9.0	10.0	5.2[2]	10.3	7.9	6.5	2.4[2]	10.0	7.3	6.7	2.7[2]
$15,000–24,999	11.4	7.8	8.0	5.1	9.8	7.8	5.8	2.8[2]	10.0	8.1	5.6	2.2[2]
$25,000–34,999	10.7	7.2	7.7	5.2	8.9	7.2	5.0	1.2[2]	8.9	6.6	5.7	2.4[2]
$35,000–49,999	9.3	7.2	5.7	3.7[2]	9.7	7.5	5.9	2.1[2]	8.7	6.6	5.4	2.1[2]
$50,000–74,999	8.7	5.9	5.9	3.3	9.0	6.9	5.4	2.9	8.5	7.0	4.6	2.0[2]
$75,000 or more	9.2	6.9	5.6	3.1[2]	9.2	8.1	4.0	2.0[2]	7.6	6.4	3.8	1.6[2]

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics, had a different sample been drawn.

[1]Serious violent crimes are also included in violent crimes.

[2]Estimate based on fewer than 10 cases.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, or on the way to or from school. Population sizes are 23,740,295 students ages 12 through 18 in 1992; 24,557,779 in 1993; 25,326,989 in 1994; 25,715,220 in 1995; 26,151,364 in 1996; 26,548,142 in 1997; 26,806,268 in 1998; 27,012,660 in 1999; and 27,169,238 in 2000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 2000.

Table S2.3.—Standard errors for table 2.3: Number of nonfatal crimes against students ages 12 through 18 occurring away from school, by type of crime and selected student characteristics: 1992 to 2000

	1992				1993				1994			
Student characteristics	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	193,820	123,910	127,290	78,020	152,470	98,100	99,400	64,490	134,190	82,740	89,860	56,760
Gender												
Male	140,430	92,750	90,880	56,450	109,140	71,190	71,480	48,610	95,760	58,520	65,980	43,260
Female	109,740	68,810	75,630	47,110	87,720	56,990	58,420	36,460	76,340	49,480	50,640	31,880
Age												
12–14	106,380	73,970	66,140	41,110	80,910	55,260	51,410	33,710	68,930	45,640	45,090	26,970
15–18	143,320	88,270	98,850	61,410	114,950	72,680	77,330	50,810	102,070	61,870	70,520	47,000
Race/ethnicity												
White, non-Hispanic	154,560	101,040	100,510	57,770	119,490	76,560	79,230	47,240	104,620	65,720	69,990	41,250
Black, non-Hispanic	58,550	38,950	39,640	29,570	52,300	35,170	34,720	27,310	42,100	26,870	29,410	22,690
Hispanic	52,580	32,420	38,210	26,400	40,170	26,850	27,260	21,800	38,210	24,250	26,980	20,450
Other, non-Hispanic	28,790	18,600	20,730	15,200[2]	18,350	14,490	10,470	7,820[2]	16,820	11,280	11,790	8,050
Urbanicity												
Urban	99,540	63,680	67,780	42,600	81,300	51,860	55,320	38,540	67,510	41,610	47,200	32,490
Suburban	126,290	83,390	82,260	50,710	91,660	60,880	59,550	39,190	85,110	52,770	58,370	36,750
Rural	61,700	39,890	42,770	27,800	55,390	37,070	36,820	21,930	45,560	31,440	29,340	18,360
Household income												
Less than $7,500	52,270	35,520	34,870	21,100	42,740	26,240	31,080	19,650	34,450	21,730	24,590	17,660
$7,500–14,999	60,760	36,000	45,120	32,940	46,810	32,390	30,340	22,500	36,420	22,720	26,150	18,360
$15,000–24,999	67,810	40,810	49,530	30,100	50,530	32,070	35,460	23,910	38,360	23,330	28,000	17,850
$25,000–34,999	61,480	38,000	44,240	27,460	47,290	32,180	31,190	21,390	41,500	26,610	28,900	18,860
$35,000–49,999	59,910	40,440	39,930	21,850	49,780	31,820	34,750	23,210	41,850	27,110	28,870	18,740
$50,000–74,999	51,800	38,420	31,080	18,670	40,150	29,130	24,820	16,310	41,310	28,100	27,190	17,410
$75,000 or more	40,540	31,050	23,550	13,900[2]	29,510	21,190	18,850	11,230	30,850	21,610	20,040	12,770

NOTE: See footnotes at end of table.

Table S2.3.—Standard errors for table 2.3: Number of nonfatal crimes against students ages 12 through 18 occurring away from school, by type of crime and selected student characteristics: 1992 to 2000—Continued

Student characteristics	1995				1996				1997			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	126,520	83,180	81,020	46,650	132,260	89,160	82,400	52,210	147,650	94,140	94,300	54,410
Gender												
Male	90,390	58,790	59,620	35,460	97,990	66,500	61,680	39,730	103,690	67,780	66,720	39,020
Female	73,320	50,240	46,360	26,450	72,590	49,790	46,000	29,380	84,290	54,470	55,860	33,330
Age												
12–14	64,900	44,650	41,160	23,230	68,640	48,920	41,670	26,600	72,930	50,320	45,670	27,080
15–18	97,480	63,580	63,840	37,930	101,250	67,210	65,150	41,890	113,410	71,320	75,180	44,090
Race/ethnicity												
White, non-Hispanic	98,390	66,240	62,300	35,380	102,430	69,440	64,380	38,090	113,860	73,230	73,840	42,290
Black, non-Hispanic	42,540	28,390	28,610	16,690	45,070	30,440	29,930	22,680	48,310	33,100	31,540	19,970
Hispanic	34,080	20,620	25,180	16,430	35,640	24,940	23,090	17,070	41,650	27,170	28,850	18,380
Other, non-Hispanic	18,120	13,310	11,470	7,730[2]	18,770	14,740	10,740	8,340[2]	15,370	11,100	10,120	6,270[2]
Urbanicity												
Urban	65,540	42,830	43,860	26,810	66,050	43,640	43,820	31,060	75,050	48,910	49,820	33,060
Suburban	79,920	54,450	50,600	29,810	84,280	58,030	52,680	32,320	92,330	61,160	59,220	32,910
Rural	43,750	29,190	29,400	16,110	47,740	34,360	29,340	17,750	48,430	31,420	33,370	18,610
Household income												
Less than $7,500	32,900	22,020	22,400	13,710	31,700	20,780	22,100	17,930	26,350	18,740	17,180	10,170
$7,500–14,999	38,310	24,180	27,260	16,590	39,790	26,900	26,600	20,140	43,990	25,190	33,470	22,610
$15,000–24,999	41,520	30,550	24,940	15,530	42,270	27,290	29,420	18,570	40,710	28,590	26,170	16,140
$25,000–34,999	37,450	25,040	25,340	14,510	37,290	27,080	23,020	14,300	42,630	28,010	29,290	16,970
$35,000–49,999	41,260	27,390	27,940	17,240	42,130	29,450	27,060	14,460	47,740	35,610	27,990	16,980
$50,000–74,999	39,040	26,490	25,950	16,520	38,240	29,100	22,020	14,780	44,050	28,110	30,990	17,860
$75,000 or more	30,540	20,300	21,010	10,030	34,190	27,260	18,260	9,110	40,430	27,820	26,620	16,740

NOTE: See footnotes at end of table.

Table S2.3.—Standard errors for table 2.3: Number of nonfatal crimes against students ages 12 through 18 occurring away from school, by type of crime and selected student characteristics: 1992 to 2000—Continued

Student characteristics	1998				1999				2000			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	143,160	89,240	92,110	53,370	113,540	73,780	74,210	45,800	115,740	78,820	70,980	41,140
Gender												
Male	100,920	63,870	65,420	41,450	81,830	52,350	54,930	35,090	82,820	56,670	51,550	31,640
Female	79,870	50,530	52,580	27,620	65,650	44,420	42,080	25,310	66,620	46,230	41,350	22,820
Age												
12–14	65,420	45,880	39,010	22,650	57,810	41,370	34,880	21,230	57,670	42,440	33,450	22,230
15–18	112,950	67,820	76,230	45,060	88,320	55,010	60,540	38,120	90,270	59,900	57,830	32,110
Race/ethnicity												
White, non-Hispanic	109,800	69,270	71,000	39,070	85,840	56,960	55,480	32,530	89,460	60,780	55,870	31,510
Black, non-Hispanic	43,440	28,950	28,330	19,970	38,810	25,270	26,580	18,320	38,860	25,770	26,210	17,560
Hispanic	37,640	21,680	27,950	18,790	35,690	22,580	25,160	18,550	32,300	24,880	18,210	11,130
Other, non-Hispanic	19,840	15,540	11,000	6,980[2]	14,280	10,480	9,050[2]	5,920[2]	13,080	9,900	8,020	4,250
Urbanicity												
Urban	71,190	43,110	49,070	31,340	55,720	35,610	38,090	28,020	56,790	39,980	35,020	20,810
Suburban	93,720	59,630	60,740	35,000	78,220	51,270	51,410	29,730	77,920	51,750	50,310	30,000
Rural	39,100	28,060	23,560	12,310[2]	34,360	24,360	21,650	11,450[2]	36,310	27,550	20,800	11,860
Household income												
Less than $7,500	23,220	13,280	17,740	11,420	26,270	16,630	18,790	12,730	21,630	14,480	14,940	9,460
$7,500–14,999	40,430	25,540	27,870	14,030	27,580	20,010	17,110	13,200	22,260	15,130	15,120	11,090
$15,000–24,999	42,470	27,260	28,770	19,650	31,030	20,080	21,610	13,010	37,550	28,120	21,910	12,150
$25,000–34,999	41,160	25,870	28,470	20,100	33,570	22,880	22,140	10,920	34,700	22,000	24,530	15,880
$35,000–49,999	44,300	32,010	26,200	17,440	34,870	24,240	22,470	14,200	37,990	24,620	26,230	13,150
$50,000–74,999	39,790	24,150	28,370	15,810	35,770	23,040	24,830	17,870	34,820	24,990	21,660	14,340
$75,000 or more	38,060	26,860	23,470	13,550	37,800	25,830	24,700	15,250	35,730	26,660	21,040	11,580

[1]Serious violent crimes are also included in violent crimes.

[2]Estimate based on fewer than 10 cases.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. Standard errors are rounded to the nearest 10.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 2000.

Table S2.4.—Standard errors for table 2.4: Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 2000

Student characteristics	1992				1993				1994			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	7.1	4.8	4.9	3.2	5.4	3.7	3.7	2.5	4.5	3.0	3.2	2.1
Gender												
Male	9.8	7.0	6.8	4.4	7.4	5.2	5.2	3.7	6.3	4.1	4.6	3.2
Female	8.5	5.6	6.1	4.0	6.5	4.5	4.6	3.0	5.5	3.8	3.8	2.5
Age												
12–14	8.8	6.4	5.8	3.7	6.5	4.6	4.3	2.9	5.4	3.7	3.7	2.3
15–18	9.5	6.3	7.0	4.5	7.3	5.0	5.3	3.6	6.2	4.1	4.6	3.2
Race/ethnicity												
White, non-Hispanic	8.3	5.8	5.7	3.4	6.2	4.3	4.4	2.7	5.3	3.6	3.8	2.3
Black, non-Hispanic	13.5	9.5	9.6	7.3	11.5	8.3	8.2	6.6	9.5	6.4	7.0	5.5
Hispanic	17.6	11.6	13.4	9.6	12.6	8.9	9.0	7.4	10.7	7.3	8.0	6.2
Other, non-Hispanic	29.7	20.4	22.5	16.9[2]	18.5	15.0	11.1	8.4[2]	16.1	11.2	11.7	8.2
Urbanicity												
Urban	13.5	9.4	9.9	6.5	10.3	7.2	7.6	5.5	8.5	5.6	6.3	4.5
Suburban	9.4	6.6	6.5	4.2	6.9	4.9	4.8	3.2	6.1	4.1	4.5	2.9
Rural	9.8	6.6	7.0	4.7	8.0	5.6	5.6	3.4	6.4	4.6	4.3	2.8
Household income												
Less than $7,500	22.1	16.2	15.9	10.1	17.5	11.8	13.6	9.1	15.4	10.5	11.7	8.7
$7,500–14,999	17.5	11.2	13.7	10.3	14.6	10.8	10.2	7.8	11.9	7.9	9.0	6.5
$15,000–24,999	17.5	11.4	13.6	8.7	12.3	8.4	9.2	6.4	9.4	6.0	7.1	4.7
$25,000–34,999	15.2	10.1	11.5	7.4	11.4	8.2	8.0	5.6	10.4	7.1	7.6	5.2
$35,000–49,999	12.7	9.0	8.9	5.0	10.4	7.0	7.6	5.3	8.4	5.7	6.0	4.0
$50,000–74,999	13.8	10.6	8.8	5.4	9.8	7.3	6.3	4.3	9.2	6.6	6.4	4.2
$75,000 or more	19.6	15.6	12.2	7.4[2]	12.8	9.6	8.6	5.3	11.4	8.3	7.8	5.1

NOTE: See footnotes at end of table.

Table S2.4.—Standard errors for table 2.4: Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 2000—Continued

Student characteristics	1995				1996				1997			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	4.3	3.0	2.9	1.8	4.5	3.2	2.9	1.9	4.7	3.2	3.2	2.0
Gender												
Male	6.0	4.1	4.2	2.6	6.3	4.6	4.3	2.8	6.4	4.5	4.5	2.7
Female	5.3	3.8	3.5	2.1	5.2	3.7	3.4	2.3	5.8	3.9	4.0	2.5
Age												
12–14	5.1	3.6	3.4	2.0	5.4	4.0	3.4	2.2	5.6	4.0	3.7	2.3
15–18	6.0	4.2	4.2	2.6	6.1	4.3	4.2	2.8	6.4	4.4	4.6	2.8
Race/ethnicity												
White, non-Hispanic	5.1	3.6	3.4	2.0	5.2	3.7	3.5	2.1	5.0	3.9	3.9	2.3
Black, non-Hispanic	9.4	6.6	6.7	4.0	10.2	7.2	7.1	5.5	9.1	7.5	7.2	4.7
Hispanic	9.4	6.0	7.2	4.8	9.3	6.7	6.3	4.7	9.9	7.0	7.4	4.9
Other, non-Hispanic	15.6	11.8	10.3	7.1[2]	16.1	13.0	9.7	7.6[2]	1.1	9.2	8.5	5.3[2]
Urbanicity												
Urban	8.1	5.6	5.8	3.7	8.0	5.6	5.7	4.1	8.5	6.0	6.1	4.2
Suburban	5.7	4.1	3.8	2.3	5.7	4.1	3.8	2.4	6.0	4.3	4.1	2.4
Rural	6.5	4.5	4.5	2.6	7.4	5.6	4.8	3.0	7.6	5.2	5.5	3.1
Household income												
Less than $7,500	16.2	11.7	11.9	7.6	17.3	12.2	12.9	10.7	17.4	13.0	12.0	7.3
$7,500–14,999	12.0	8.1	9.0	5.7	12.7	9.1	9.0	7.0	14.0	8.8	11.3	8.0
$15,000–24,999	10.8	8.4	7.0	4.5	10.6	7.3	7.8	5.1	10.7	7.9	7.3	4.6
$25,000–34,999	9.6	6.7	6.8	4.0	10.0	7.6	6.5	4.2	11.1	7.7	8.0	4.8
$35,000–49,999	7.9	5.5	5.6	3.5	8.4	6.1	5.6	3.1	9.6	7.4	6.0	3.7
$50,000–74,999	8.6	6.1	6.0	3.9	8.1	6.4	4.9	3.4	8.8	5.9	6.4	3.8
$75,000 or more	9.8	6.8	7.0	3.5	9.9	8.2	5.6	2.9	10.1	7.3	7.0	4.5

NOTE: See footnotes at end of table.

Table S2.4.—Standard errors for table 2.4: Number of nonfatal crimes against students ages 12 through 18 occurring away from school per 1,000 students, by type of crime and selected student characteristics: 1992 to 2000—Continued

Student characteristics	1998				1999				2000			
	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	4.8	3.3	3.1	1.7	3.9	2.6	2.6	1.7	3.9	2.8	2.5	1.5
Gender												
Male	6.4	4.4	4.3	2.5	5.4	3.6	3.8	2.5	5.4	3.8	3.5	2.2
Female	5.7	4.0	3.6	1.9	4.7	3.3	3.1	1.9	4.7	3.4	3.0	1.7
Age												
12–14	6.1	4.2	3.8	1.9	4.6	3.3	2.8	1.8	4.5	3.4	2.7	1.8
15–18	5.9	4.1	4.0	2.4	5.4	3.5	3.8	2.5	5.4	3.7	3.6	2.1
Race/ethnicity												
White, non-Hispanic	5.6	3.9	3.7	1.9	4.6	3.2	3.1	1.8	4.7	3.3	3.0	1.8
Black, non-Hispanic	9.7	6.9	6.4	4.3	8.6	5.8	6.1	4.3	8.4	5.8	5.9	4.0
Hispanic	9.0	5.8	6.5	4.4	8.3	5.5	6.0	4.5	7.6	6.0	4.4	3.6
Other, non-Hispanic	15.4	12.3	9.0	5.5[2]	11.3	8.5	7.3[2]	4.9[2]	10.8	8.3	6.7	2.8
Urbanicity												
Urban	8.3	5.7	5.8	3.6	6.9	4.6	4.9	3.7	6.8	5.0	4.4	2.7
Suburban	6.0	4.2	3.9	2.1	5.1	3.5	3.5	2.1	5.0	3.5	3.4	2.1
Rural	7.0	5.1	4.4	2.2[2]	6.0	4.3	3.9	2.1[2]	6.4	5.0	3.8	2.2
Household income												
Less than $7,500	16.8	10.6	13.0	8.5	20.7	14.1	15.7	11.0	19.3	13.6	14.0	9.1
$7,500–14,999	13.3	9.0	10.0	5.2	12.0	9.0	7.8	6.1	10.8	7.5	7.5	5.6
$15,000–24,999	11.4	7.8	8.0	5.1	9.1	6.1	6.5	4.0	11.6	9.0	7.2	4.1
$25,000–34,999	10.7	7.2	7.7	5.2	9.5	6.7	6.5	3.3	10.1	6.7	7.4	4.9
$35,000–49,999	9.3	7.2	5.7	3.7	8.0	5.7	5.3	3.4	8.5	5.8	6.1	3.2
$50,000–74,999	8.7	5.9	5.9	3.3	7.4	4.9	5.3	3.9	7.2	5.3	4.6	3.1
$75,000 or more	9.2	6.9	5.6	3.1	7.6	5.3	5.1	3.2	6.7	5.1	4.1	2.3

[1]Serious violent crimes are also included in violent crimes.

[2]Estimate based on fewer than 10 cases.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. Population sizes are 23,740,295 students ages 12 through 18 in 1992; 24,557,779 in 1993; 25,326,989 in 1994; 25,715,220 in 1995; 26,151,364 in 1996; 26,548,142 in 1997; 26,806,268 in 1998; 27,012,660 in 1999; and 27,169,238 in 2000.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1992 to 2000.

Table S3.1.—Standard errors for table 3.1: Percentage of students ages 12 through 18 who reported criminal victimization at school during the previous 6 months, by type of victimization and selected student characteristics: 1995, 1999, and 2001

Student characteristics	1995				1999				2001			
	Total[1]	Theft	Violent[2]	Serious violent[3]	Total[1]	Theft	Violent[2]	Serious violent[3]	Total[1]	Theft	Violent[2]	Serious violent[3]
Total	0.35	0.29	0.21	0.09	0.35	0.32	0.18	0.09	0.31	0.24	0.19	0.08
Gender												
Male	0.46	0.38	0.27	0.14	0.46	0.41	0.26	0.12	0.41	0.34	0.26	0.11
Female	0.47	0.41	0.25	0.10	0.46	0.43	0.22	0.12	0.39	0.33	0.24	0.12
Race/ethnicity												
White, non-Hispanic	0.37	0.32	0.23	0.09	0.44	0.43	0.22	0.09	0.39	0.30	0.24	0.08
Black, non-Hispanic	1.04	0.85	0.61	0.31	0.85	0.77	0.55	0.33	0.78	0.68	0.40	0.25
Hispanic	0.90	0.78	0.43	0.30	0.77	0.61	0.38	0.22	0.64	0.69	0.41	0.33
Other, non-Hispanic	1.54	1.40	0.87	0.34	1.28	0.98	0.81	†	0.91	0.87	0.31	†
Grade												
6th	0.97	0.66	0.73	0.42	1.24	0.97	0.76	0.40	0.90	0.70	0.66	0.14
7th	0.81	0.71	0.54	0.24	0.81	0.73	0.43	0.27	0.66	0.51	0.47	0.24
8th	0.78	0.72	0.44	0.23	0.84	0.81	0.44	0.22	0.61	0.50	0.34	0.14
9th	0.88	0.77	0.50	0.21	0.79	0.71	0.47	0.18	0.81	0.76	0.46	0.31
10th	0.76	0.72	0.36	0.17	0.82	0.73	0.39	0.23	0.77	0.72	0.31	0.18
11th	0.74	0.66	0.40	0.16	0.88	0.67	0.58	0.14	0.62	0.57	0.39	0.15
12th	0.74	0.67	0.41	0.21	0.81	0.71	0.31	0.15	0.52	0.45	0.31	0.17
Urbanicity												
Urban	0.64	0.51	0.40	0.24	0.69	0.59	0.38	0.19	0.58	0.52	0.29	0.15
Suburban	0.49	0.40	0.30	0.12	0.43	0.36	0.26	0.11	0.40	0.32	0.20	0.09
Rural	0.79	0.66	0.31	0.10	0.96	0.95	0.50	0.18	0.93	0.65	0.64	0.24
Control												
Public	0.38	0.32	0.22	0.10	0.37	0.34	0.20	0.10	0.34	0.26	0.20	0.09
Private	0.90	0.74	0.45	0.11	0.80	0.78	0.16	†	0.72	0.67	0.32	†

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics, had a different sample been drawn.

[1]Total victimization is a combination of violent victimization and theft. If the student reported an incident in either, he or she is counted as having experienced "total" victimization. If the student reported having experienced both, he or she is counted once under "total" victimization.

[2]Violent crimes include rape, sexual assault, robbery, aggravated assault, and simple assault.

[3]Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Serious violent crimes are also included in violent crimes.

NOTE: "At school" includes inside the school building, on school property, or on the way to or from school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995, 1999, and 2001.

Table S4.1.—Standard errors for table 4.1: Percentage of students in grades 9 through 12 who reported being threatened or injured with a weapon on school property during the last 12 months, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001

Student characteristics	1993	1995[1]	1997[1]	1999[1]	2001[1]
Total	0.44	0.52	0.45	0.42	0.55
Gender					
Male	0.64	0.57	0.71	0.81	0.66
Female	0.40	0.68	0.32	0.63	0.52
Race/ethnicity[2]					
White	§	§	§	0.37	0.66
Black or African American	§	§	§	0.85	0.71
Hispanic or Latino	§	§	§	1.07	1.13
Asian	§	§	§	1.04	2.73
American Indian or Alaska Native	§	§	§	5.45	4.57
Native Hawaiian or other Pacific Islander	§	§	§	4.58	7.16
Multiple	§	§	§	1.19	2.33
Grade					
9th	0.92	0.96	1.02	0.95	0.89
10th	0.59	1.03	1.14	0.91	0.75
11th	0.64	0.64	0.70	0.49	0.65
12th	0.62	0.57	0.80	0.79	0.52

§The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[1]The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

[2]Hispanics and Latinos are not included in these race/ethnicity categories unless specified.

NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Table S5.1.—Standard errors for table 5.1: Percentage of students in grades 9 through 12 who reported having been in a physical fight in the last 12 months, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001

Student characteristics	Anywhere					On school property				
	1993	1995[1]	1997[1]	1999[1]	2001[1]	1993	1995[1]	1997[1]	1999[1]	2001[1]
Total	0.99	1.14	1.01	1.24	0.49	0.59	0.79	0.64	0.64	0.71
Gender										
Male	1.05	1.09	1.07	1.34	0.74	0.71	0.90	1.04	0.74	0.84
Female	1.19	1.49	1.26	1.74	0.47	0.73	1.03	0.78	0.94	0.95
Race/ethnicity[2]										
White	§	§	§	1.50	0.60	§	§	§	0.88	0.95
Black or African American	§	§	§	3.13	1.26	§	§	§	1.50	1.60
Hispanic or Latino	§	§	§	1.73	0.91	§	§	§	1.00	1.06
Asian	§	§	§	2.73	1.92	§	§	§	0.93	2.73
American Indian or Alaska Native	§	§	§	6.70	4.41	§	§	§	5.23	6.58
Native Hawaiian or other Pacific Islander	§	§	§	3.55	7.63	§	§	§	4.50	6.25
Multiple	§	§	§	2.81	1.97	§	§	§	2.36	2.85
Grade										
9th	1.54	2.22	1.98	2.06	0.77	1.55	1.79	1.29	1.04	1.27
10th	1.45	1.49	1.91	2.13	0.88	1.07	1.57	1.67	1.23	1.37
11th	1.52	1.48	1.72	1.63	0.71	1.27	1.00	0.87	1.03	1.10
12th	1.56	1.71	1.36	1.95	0.56	0.66	0.73	0.73	0.99	1.01

§The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[1]The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

[2]Hispanics and Latinos are not included in these race/ethnicity categories unless specified.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times in the last 12 months they had been in a physical fight.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Table S6.1.—Standard errors for table 6.1: Percentage of students ages 12 through 18 who reported being bullied at school during the previous 6 months, by selected student characteristics: 1999 and 2001

Student characteristics	1999[1]	2001[2]
Total	0.27	0.31
Gender		
Male	0.38	0.49
Female	0.38	0.40
Race/ethnicity		
White, non-Hispanic	0.32	0.37
Black, non-Hispanic	0.74	0.81
Hispanic	0.69	0.85
Other, non-Hispanic	0.77	1.19
Grade		
6th	1.27	1.28
7th	0.76	0.95
8th	0.60	0.85
9th	0.61	0.79
10th	0.45	0.58
11th	0.45	0.62
12th	0.38	0.53
Urbanicity		
Urban	0.52	0.56
Suburban	0.35	0.45
Rural	0.69	0.88
Control		
Public	0.28	0.33
Private	0.57	0.93

[1]"At school" means in the school building, on the school grounds, or on a school bus.

[2]"At school" means in the school building, on school property, on a school bus, or going to and from school.

NOTE: Population sizes for students ages 12 through 18 are 24,614,000 in 1999 and 24,315,190 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999 and 2001.

Table S7.1.—Standard errors for table 7.1: Percentage of public schools that reported one or more criminal incidents to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Any incidents					Serious violent incidents					Less serious violent or nonviolent incidents and no serious violent incidents				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	2.09	3.74	3.16	3.84	4.21	0.77	2.11	1.81	1.43	1.46	2.14	4.05	3.23	3.74	4.13
Instructional level															
Elementary school	3.21	5.34	4.92	6.12	6.24	1.07	2.41	1.70	2.05	2.18	3.19	5.52	4.65	5.99	6.08
Middle school	2.29	2.80	4.47	4.77	7.17	1.87	4.12	5.04	2.62	4.95	2.76	3.65	5.40	4.79	6.99
High school	2.38	3.02	5.07	4.16	4.86	2.07	3.37	5.74	3.30	2.64	2.98	3.87	6.04	5.20	5.20
Region															
Northeast	4.38	10.37	7.20	8.32	11.77	1.11	2.47	2.40	1.49	4.45	4.66	10.03	7.07	8.37	11.61
Southeast	3.79	7.58	8.98	8.22	7.24	1.63	4.96	4.81	2.00	2.27	3.92	7.44	8.89	7.78	7.10
Central	4.52	6.95	8.14	7.68	7.39	2.21	4.93	4.47	4.55	3.57	4.05	6.21	7.44	6.90	6.75
West	3.50	5.72	6.88	6.88	7.76	1.39	3.71	3.53	2.69	2.64	3.72	6.86	6.47	7.18	7.79
School enrollment															
Less than 300	4.87	—	—	10.09	5.99	1.42	—	—	5.60	1.23	4.44	—	—	9.22	5.93
300–999	2.19	4.05	3.53	3.68	5.21	1.16	2.60	2.23	0.83	3.18	2.47	4.41	3.78	3.60	5.33
1,000 or more	2.26	2.86	3.66	8.23	—	2.39	4.26	4.30	5.65	—	3.19	5.12	5.01	8.95	—
Minority enrollment															
Less than 5 percent	3.67	—	8.08	6.18	5.40	1.34	—	3.00	1.26	2.20	3.47	—	8.22	6.14	5.06
5–19 percent	3.84	7.56	6.21	7.09	10.41	2.09	5.33	3.30	5.14	2.88	3.62	8.27	5.92	6.77	9.63
20–49 percent	3.65	6.78	7.51	7.96	9.16	1.58	4.42	3.00	2.17	4.12	3.58	6.32	7.49	8.59	8.95
50 percent or more	3.19	4.75	7.04	8.46	10.22	1.76	2.51	4.68	2.62	5.36	3.89	4.92	7.81	8.79	10.59
Free/reduced-price lunch eligibility															
Less than 20 percent	3.33	8.84	6.14	7.03	9.20	1.53	3.30	2.72	2.44	2.73	3.23	8.41	5.90	6.56	8.88
21–34 percent	4.25	10.27	8.63	7.72	6.99	1.97	5.60	3.89	4.46	4.47	4.27	9.82	8.97	7.23	6.48
35–49 percent	5.01	8.62	12.35	9.64	7.80	2.32	8.94	5.28	1.80	3.33	4.97	10.73	11.85	9.45	7.87
50–74 percent	4.06	7.83	9.39	9.00	8.83	1.38	4.96	4.95	1.51	1.60	4.47	7.33	9.72	9.29	9.03
75 percent or more	4.67	6.73	—	—	—	1.73	1.74	—	—	—	4.75	6.54	—	—	—

—Fewer than 30 sample cases.

NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Any incidents refer to any of the crimes listed. Not included are any crimes not listed here and any crimes not reported to police. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table S7.2.—Standard errors for table 7.2: Number of public schools that reported one or more criminal incidents to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Any incidents					Serious violent incidents					Less serious violent or nonviolent incidents and no serious violent incidents				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	1,680	720	620	790	910	590	360	340	280	310	1,710	780	650	760	880
Instructional level															
Elementary school	1,530	700	610	700	740	520	300	210	40	260	1,510	730	590	680	700
Middle school	340	100	190	220	250	260	130	180	110	150	410	120	190	230	230
High school	420	90	150	240	330	310	80	160	140	160	510	100	170	270	350
Region															
Northeast	850	310	480	450	330	150	70	120	60	90	870	310	480	450	330
Southeast	770	410	390	480	420	260	170	160	100	110	800	380	370	450	410
Central	1,200	420	500	500	630	500	210	220	230	290	1,070	390	440	410	570
West	1,010	530	510	460	490	310	240	180	150	150	1,040	550	480	450	490
School enrollment															
Less than 300	1,080	—	—	550	730	290	—	—	260	140	980	—	—	490	720
300–999	1,170	570	550	630	490	570	350	320	120	290	1,290	600	550	600	500
1,000 or more	270	200	140	140	—	160	90	120	70	—	300	220	150	150	—
Minority enrollment															
Less than 5 percent	940	—	360	530	670	310	—	110	100	260	920	—	360	530	620
5–19 percent	830	380	500	400	370	370	190	210	240	90	770	350	440	340	350
20–49 percent	820	390	470	360	420	280	210	160	90	160	790	350	470	360	390
50 percent or more	880	470	340	390	340	270	190	190	70	110	930	500	330	390	350
Free/reduced-price lunch eligibility															
Less than 20 percent	730	240	520	390	400	260	80	180	100	110	740	240	500	390	400
21–34 percent	910	280	510	460	400	360	130	140	230	250	840	270	500	380	370
35–49 percent	730	340	320	350	470	300	250	130	60	160	710	260	310	350	460
50–74 percent	990	430	400	570	510	240	180	150	70	70	970	380	390	570	500
75 percent or more	780	480	—	—	—	220	90	—	—	—	740	490	—	—	—

—Fewer than 30 sample cases.

NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Any incidents refer to any of the crimes listed. Not included are any crimes not listed here and any crimes not reported to police. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools. Standard errors are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table S7.3.—Standard errors for table 7.3: Number of criminal incidents occurring in public schools reported to police, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Any incidents					Serious violent incidents					Less serious violent or nonviolent incidents				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	27,560	17,190	16,040	9,220	8,850	3,290	2,630	980	1,340	730	26,020	14,930	15,680	8,940	8,530
Instructional level															
Elementary school	10,890	2,860	8,990	5,840	3,460	780	590	210	230	400	10,960	2,680	8,990	5,830	3,440
Middle school	15,620	14,810	8,350	4,420	2,980	2,440	2,450	420	140	340	13,790	12,510	8,210	4,390	2,890
High school	14,920	5,560	9,420	6,710	6,610	1,820	750	850	1,270	560	14,270	5,300	8,800	6,320	6,400
Region															
Northeast	12,490	3,830	9,630	3,870	2,940	630	550	220	290	170	12,270	3,610	9,610	3,860	2,900
Southeast	12,040	3,850	11,720	4,100	3,990	1,060	530	840	110	330	11,430	3,560	11,090	4,030	3,840
Central	15,180	12,600	4,310	4,480	5,480	2,520	2,420	420	280	670	13,350	10,340	4,190	4,420	5,110
West	12,200	7,490	7,050	8,870	4,320	1,420	730	390	1,290	230	12,060	7,220	6,960	8,420	4,270
School enrollment															
Less than 300	7,850	—	—	5,310	4,840	1,320	—	—	1,300	320	7,150	—	—	4,350	4,700
300–999	16,700	13,520	6,580	6,900	6,290	2,760	2,460	400	310	660	15,020	11,310	6,410	6,860	6,050
1,000 or more	17,840	6,700	14,760	5,660	—	1,230	780	910	230	—	17,280	6,360	14,350	5,640	—
Minority enrollment															
Less than 5 percent	8,580	—	3,330	4,300	6,340	440	—	110	100	400	8,480	—	3,330	4,280	6,240
5–19 percent	10,230	3,200	6,570	6,210	2,700	1,400	370	300	1,250	100	9,660	3,090	6,400	5,590	2,680
20–49 percent	14,080	6,120	10,170	5,970	3,340	920	600	540	330	300	13,590	5,870	10,010	5,880	3,140
50 percent or more	21,850	16,420	10,920	4,830	4,270	2,850	2,530	850	90	560	19,960	14,130	10,360	4,820	3,920
Free/reduced-price lunch eligibility															
Less than 20 percent	9,860	3,360	6,040	4,930	3,900	580	350	360	240	180	9,780	3,200	5,970	4,890	3,890
21–34 percent	11,630	3,300	9,240	4,650	3,420	1,060	590	830	240	370	10,960	3,030	8,510	4,560	3,400
35–49 percent	11,430	5,130	8,640	3,270	4,280	750	670	150	300	270	11,180	4,900	8,640	3,180	4,180
50–74 percent	16,070	14,040	6,320	4,710	3,190	2,460	2,470	350	80	70	14,280	11,760	6,110	4,710	3,190
75 percent or more	10,620	5,010	—	—	—	1,340	500	—	—	—	10,110	4,740	—	—	—

—Fewer than 30 sample cases.

NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Any incidents refer to any of the crimes listed. Not included are any crimes not listed here and any crimes not reported to police. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Standard errors are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table S7.4.—Standard errors for table 7.4: Number of criminal incidents reported to police per 1,000 public school students, by seriousness of the incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Any incidents					Serious violent incidents					Less serious violent or nonviolent incidents				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	0.67	1.42	1.27	0.96	1.25	0.08	0.21	0.08	0.13	0.10	0.63	1.24	1.24	0.93	1.20
Instructional level															
Elementary school	0.49	0.43	1.31	1.22	0.90	0.04	0.09	0.03	0.05	0.11	0.49	0.40	1.32	1.21	0.90
Middle school	1.84	5.94	3.25	2.00	2.76	0.29	0.99	0.16	0.06	0.31	1.62	5.01	3.19	1.98	2.70
High school	1.33	1.75	2.94	2.34	2.99	0.16	0.22	0.26	0.43	0.27	1.27	1.69	2.75	2.18	2.88
Region															
Northeast	1.41	1.69	2.95	1.69	2.71	0.08	0.26	0.07	0.14	0.18	1.38	1.59	2.95	1.69	2.67
Southeast	1.22	1.39	4.75	1.29	1.59	0.10	0.19	0.33	0.04	0.14	1.16	1.31	4.50	1.27	1.55
Central	1.46	5.32	1.40	1.69	2.42	0.25	1.01	0.14	0.12	0.29	1.27	4.37	1.37	1.68	2.26
West	0.94	1.28	1.63	3.29	3.14	0.10	0.12	0.10	0.46	0.16	0.93	1.26	1.60	3.12	3.09
School enrollment															
Less than 300	1.89	—	—	6.19	2.36	0.35	—	—	1.52	0.16	1.73	—	—	5.05	2.29
300–999	0.61	1.77	0.83	0.96	1.35	0.10	0.32	0.05	0.04	0.14	0.55	1.48	0.81	0.96	1.30
1,000 or more	1.68	1.61	3.56	—	3.82	0.12	0.17	0.23	0.13	—	1.62	1.54	3.46	3.21	—
Minority enrollment															
Less than 5 percent	0.88	—	1.49	1.19	1.71	0.05	—	0.06	0.03	0.11	0.86	—	1.49	1.19	1.69
5–19 percent	0.90	1.55	1.37	2.50	1.94	0.13	0.17	0.06	0.49	0.08	0.87	1.52	1.35	2.25	1.94
20–49 percent	1.29	1.61	3.12	2.63	2.11	0.09	0.19	0.17	0.15	0.19	1.25	1.54	3.07	2.61	2.00
50 percent or more	1.83	2.64	3.85	2.40	5.68	0.25	0.39	0.29	0.06	0.77	1.65	2.29	3.66	2.40	5.22
Free/reduced-price lunch eligibility															
Less than 20 percent	0.80	1.68	1.07	1.68	2.64	0.05	0.17	0.07	0.09	0.13	0.80	1.61	1.06	1.66	2.63
21–34 percent	1.34	1.69	3.50	1.85	1.76	0.11	0.29	0.32	0.09	0.18	1.27	1.57	3.22	1.83	1.76
35–49 percent	1.76	2.72	5.75	2.24	2.38	0.11	0.38	0.10	0.17	0.16	1.72	2.64	5.76	2.18	2.33
50–74 percent	1.95	4.78	3.20	1.64	2.67	0.31	0.86	0.18	0.04	0.07	1.71	4.00	3.10	1.65	2.67
75 percent or more	1.48	1.38	—	—	—	0.21	0.12	—	—	—	1.38	1.31	—	—	—

—Fewer than 30 sample cases.

NOTE: Serious violent crimes include murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious violent or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism. Any incidents refer to any of the crimes listed. Not included are any crimes not listed here and any crimes not reported to police. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 42,336,819 public school students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

129 BEST COPY AVAILABLE

Table S8.1.—Standard errors for table 8.1: Percentage of public schools that reported one or more incidents of serious violent crime to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Rape or other type of sexual battery					Physical attack or fight with a weapon					Robbery				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	0.48	0.97	0.99	0.55	0.89	0.47	1.66	1.22	0.87	1.20	0.40	1.31	0.69	0.45	0.58
Instructional level															
Elementary school	0.48	1.13	0.91	†	1.26	0.80	1.99	1.42	†	1.71	0.41	1.34	0.42	†	0.87
Middle school	1.23	2.15	2.94	1.53	2.37	1.20	3.20	3.40	2.32	4.04	0.93	3.17	2.57	†	1.21
High school	1.27	2.97	3.73	2.07	1.67	1.51	2.71	4.31	2.77	1.66	0.99	3.60	2.66	2.11	0.97
Region															
Northeast	0.61	1.50	1.26	0.86	1.99	0.97	2.27	1.79	0.86	3.63	0.58	2.01	1.08	0.86	2.11
Southeast	0.95	1.43	4.23	1.41	0.62	1.28	4.68	2.02	1.36	1.63	0.63	1.69	1.50	0.74	1.06
Central	1.04	3.67	1.27	†	2.08	1.36	2.00	3.64	1.13	2.71	0.83	3.04	1.94	†	1.30
West	0.80	1.12	1.89	1.39	1.48	1.18	3.17	3.15	2.70	2.21	0.79	2.33	1.61	1.37	†
School enrollment															
Less than 300	0.64	—	—	1.47	0.94	0.86	—	—	3.03	0.82	0.37	—	—	1.47	†
300–999	0.64	1.24	1.21	0.56	1.74	0.75	2.00	1.55	0.64	2.45	0.53	1.48	0.62	0.37	1.34
1,000 or more	1.72	2.75	2.70	3.23	—	1.99	3.24	3.93	4.38	—	1.77	3.36	3.31	2.29	—
Minority enrollment															
Less than 5 percent	0.79	—	1.94	0.60	1.40	0.90	—	1.67	1.04	1.67	0.52	—	1.67	0.47	0.91
5–19 percent	1.18	4.04	1.69	1.48	1.21	1.24	1.59	2.82	2.24	2.60	0.81	3.51	0.66	1.48	0.82
20–49 percent	0.72	1.69	1.09	1.20	2.44	1.55	4.11	2.81	1.90	3.10	0.78	2.74	0.80	0.97	†
50 percent or more	1.00	0.85	3.42	2.09	1.43	1.28	2.26	2.87	1.28	4.67	1.13	1.47	2.67	1.06	2.76
Free/reduced-price lunch eligibility															
Less than 20 percent	0.80	1.47	1.61	1.01	1.82	1.16	2.59	1.80	2.28	1.88	0.51	1.53	1.25	†	0.63
21–34 percent	1.03	2.27	2.34	†	2.77	1.30	5.05	2.90	1.10	3.27	0.72	2.59	1.11	0.72	1.92
35–49 percent	1.66	7.42	4.65	1.37	1.89	1.68	7.43	1.01	0.98	2.93	1.05	5.31	1.65	1.11	†
50–74 percent	0.40	1.35	1.54	†	†	1.26	3.81	4.75	1.36	1.60	0.97	3.57	2.05	0.69	†
75 percent or more	0.92	1.01	—	—	—	1.39	1.26	—	—	—	1.22	1.39	—	—	—

—Fewer than 30 sample cases.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some schools with these characteristics, had a different sample been drawn.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table S8.2.—Standard errors for table 8.2: Percentage of public schools that reported one or more less serious violent or nonviolent criminal incidents to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Physical attack or fight without a weapon					Theft or larceny					Vandalism				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	1.14	2.41	2.60	2.32	2.62	1.54	2.66	2.41	3.45	3.33	1.65	3.17	2.89	3.53	3.72
Instructional level															
Elementary school	1.69	3.12	3.50	3.46	3.42	2.04	3.51	3.37	5.24	4.20	2.27	4.25	4.27	5.52	5.02
Middle school	2.34	3.41	4.80	4.69	6.57	2.46	4.08	5.32	5.32	5.62	2.61	3.80	5.00	4.83	7.07
High school	2.94	4.00	6.10	5.34	4.49	3.11	4.44	6.23	5.55	5.07	2.69	3.60	6.12	5.87	5.40
Region															
Northeast	2.26	4.59	4.62	5.39	7.05	3.31	8.48	4.72	7.14	6.81	3.56	9.35	5.76	9.15	11.56
Southeast	2.67	6.52	7.44	5.90	4.29	3.63	5.16	8.52	7.23	6.74	3.15	5.74	8.25	6.47	6.90
Central	2.55	6.01	6.51	6.07	4.39	2.66	5.30	5.12	6.23	5.25	3.58	6.63	5.80	5.27	6.34
West	2.99	4.87	6.20	5.92	5.66	3.02	5.08	6.76	6.58	7.23	3.49	4.92	6.89	7.00	6.84
School enrollment															
Less than 300	2.85	—	—	4.59	4.10	3.11	—	—	7.56	4.59	3.92	—	—	8.19	5.24
300–999	1.44	3.05	3.01	3.04	3.03	1.83	3.23	3.08	3.91	4.05	1.69	3.75	3.63	3.49	4.82
1,000 or more	2.97	4.75	6.01	8.88	—	3.24	3.78	5.59	9.17	—	3.28	5.08	5.49	8.84	—
Minority enrollment															
Less than 5 percent	2.40	—	7.00	4.06	3.72	2.83	—	5.50	5.62	4.19	3.29	—	6.70	5.59	4.47
5–19 percent	3.03	4.90	5.73	5.65	7.79	3.09	4.84	4.99	6.70	7.73	2.97	7.00	5.55	6.93	10.26
20–49 percent	2.88	6.66	5.66	6.71	5.45	3.28	5.42	6.80	6.97	6.93	3.46	5.79	6.06	8.28	8.08
50 percent or more	3.13	3.46	7.54	8.41	10.07	3.47	4.37	7.83	9.33	11.43	3.34	4.36	7.25	9.31	10.57
Free/reduced-price lunch eligibility															
Less than 20 percent	2.47	5.79	4.07	5.28	6.02	2.74	5.42	4.32	6.22	5.99	3.58	8.40	5.84	7.22	8.96
21–34 percent	2.90	7.63	7.50	5.25	5.86	2.95	8.44	4.78	6.07	3.86	3.98	9.58	8.13	7.07	4.88
35–49 percent	3.45	9.38	7.77	7.84	5.02	4.77	9.71	10.22	7.49	6.81	4.38	9.50	7.86	8.35	7.28
50–74 percent	3.43	7.03	6.74	6.43	6.57	3.56	6.44	7.40	8.62	7.31	3.57	5.73	10.60	9.11	8.26
75 percent or more	2.99	4.51	—	—	—	3.90	5.53	—	—	—	3.88	5.83	—	—	—

—Fewer than 30 sample cases.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table S8.3.—Standard errors for table 8.3: Number of public schools that reported one or more incidents of serious violent crime to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Rape or other type of sexual battery					Physical attack or fight with a weapon					Robbery				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	371.5	175.0	186.3	106.3	187.1	365.1	285.3	229.4	170.7	252.0	306.5	234.4	127.8	87.9	122.6
Instructional level															
Elementary school	229.4	21.5	17.3	†	24.8	383.0	245.1	178.4	†	204.4	197.7	167.5	8.0	†	16.6
Middle school	169.1	66.0	104.5	67.0	71.9	170.4	98.4	123.6	100.4	121.7	128.7	96.5	90.7	†	35.9
High school	197.5	71.2	106.9	85.7	102.4	235.3	66.5	119.6	116.4	102.9	151.7	84.1	73.5	87.9	59.8
Region															
Northeast	88.2	40.4	66.9	5.2	42.9	136.2	59.5	94.5	5.2	73.8	80.7	54.2	56.7	5.2	46.5
Southeast	155.3	47.5	137.3	71.6	4.3	210.1	173.6	63.9	67.0	78.2	105.1	62.0	49.2	5.2	7.6
Central	231.3	166.5	11.0	†	165.7	304.2	78.1	181.5	55.7	215.4	185.6	130.2	93.3	†	16.6
West	176.7	61.6	102.4	74.6	12.8	281.8	210.3	158.2	147.4	129.0	174.4	157.5	80.7	73.9	†
School enrollment															
Less than 300	129.2	—	—	10.2	108.6	174.1	—	—	139.7	94.8	74.9	—	—	10.2	†
300–999	317.8	165.5	170.0	75.6	158.8	377.7	268.9	219.3	90.0	223.6	261.8	196.8	86.6	50.9	122.6
1,000 or more	119.7	70.6	72.9	42.0	—	137.9	85.6	105.7	57.7	—	122.3	93.6	89.2	4.8	—
Minority enrollment															
Less than 5 percent	188.2	—	70.5	46.6	164.6	211.5	—	11.0	80.6	198.4	125.8	—	11.0	5.2	107.0
5–19 percent	215.8	143.3	107.1	10.2	39.6	207.3	47.0	176.9	99.3	79.1	142.7	122.7	40.9	10.2	3.7
20–49 percent	125.8	73.1	56.6	44.0	90.9	265.6	198.1	147.3	73.0	117.2	144.5	135.5	42.3	5.2	†
50 percent or more	169.5	66.6	133.7	8.9	4.3	208.0	179.0	99.7	5.2	93.9	180.8	112.2	96.0	4.8	57.5
Free/reduced-price lunch eligibility															
Less than 20 percent	147.7	37.4	109.3	46.6	73.8	198.7	64.8	122.9	97.6	75.8	95.8	42.1	14.3	†	3.7
21–34 percent	176.4	50.7	89.6	†	153.2	232.4	124.5	108.1	56.6	184.0	123.7	61.2	43.3	5.2	107.0
35–49 percent	214.7	163.8	116.6	44.0	90.9	219.6	184.9	4.1	4.6	135.3	135.9	125.3	40.9	5.2	†
50–74 percent	64.7	48.9	48.2	†	†	213.3	139.5	151.3	8.9	70.6	151.2	142.2	59.8	4.8	†
75 percent or more	104.3	54.3	—	—	—	174.3	67.3	—	—	—	150.5	77.6	—	—	—

—Fewer than 30 sample cases.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some schools with these characteristics, had a different sample been drawn.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table S8.4.—Standard errors for table 8.4: Number of public schools that reported one or more less serious violent or nonviolent criminal incidents to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Physical attack or fight without a weapon					Theft or larceny					Vandalism				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	930	420	520	450	560	1,200	460	470	680	700	1,330	560	560	700	800
Instructional level															
Elementary school	820	390	450	370	400	980	430	430	590	490	1,100	530	530	620	600
Middle school	340	100	170	210	210	350	130	190	220	170	400	120	200	210	220
High school	460	120	180	250	280	520	100	180	260	320	450	90	170	260	340
Region															
Northeast	380	90	270	210	160	490	240	260	320	170	650	280	340	450	280
Southeast	440	260	240	300	210	660	210	300	400	360	540	300	310	300	360
Central	710	270	350	360	350	620	260	260	350	400	900	370	310	300	540
West	680	330	340	330	310	680	400	360	360	430	830	450	440	450	400
School enrollment															
Less than 300	620	—	—	230	490	650	—	—	360	540	850	—	—	400	640
300–999	740	410	430	440	280	950	430	430	600	380	870	530	540	520	450
1,000 or more	230	130	180	140	—	290	190	180	140	—	280	160	170	140	—
Minority enrollment															
Less than 5 percent	600	—	270	350	440	630	—	210	430	490	860	—	300	450	530
5–19 percent	590	170	360	240	260	580	160	320	290	260	710	340	410	340	360
20–49 percent	570	330	310	270	210	660	270	400	290	280	680	330	340	320	340
50 percent or more	580	280	260	270	190	710	410	260	320	280	860	410	300	370	260
Free/reduced-price lunch eligibility															
Less than 20 percent	460	130	300	260	250	580	100	330	320	250	710	230	450	330	400
21–34 percent	530	150	320	230	340	510	200	200	300	210	700	280	410	390	250
35–49 percent	460	270	180	250	250	620	290	260	250	380	620	330	190	260	400
50–74 percent	610	270	270	290	300	700	220	280	440	360	760	260	370	500	420
75 percent or more	380	280	—	—	—	590	350	—	—	—	660	410	—	—	—

—Fewer than 30 sample cases.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Standard errors are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table S8.5.—Standard errors for table 8.5: Number of serious violent criminal incidents occurring in public schools reported to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Rape or other type of sexual battery					Physical attack or fight with a weapon					Robbery				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	680	440	290	120	360	1,880	1,520	370	960	590	1,540	1,190	620	360	290
Instructional level															
Elementary school	420	280	110	†	300	560	450	180	†	270	200	170	50	†	100
Middle school	360	170	240	70	140	1,440	1,450	220	110	290	1,020	1,030	120	†	70
High school	340	240	150	100	190	1,080	300	310	910	410	890	470	600	360	270
Region															
Northeast	140	80	90	‡	70	260	190	160	‡	90	400	300	90	290	90
Southeast	330	210	220	90	150	420	340	240	70	80	660	120	550	‡	260
Central	480	360	60	†	330	1,580	1,460	210	190	560	1,010	970	320	†	100
West	340	170	180	70	90	1,000	370	260	950	220	470	440	120	210	†
School enrollment															
Less than 300	170	—	—	70	160	980	—	—	950	280	210	—	—	200	†
300–999	570	360	250	80	340	1,570	1,490	230	100	480	1,250	980	120	290	290
1,000 or more	310	250	150	70	—	520	380	330	220	—	770	470	600	60	—
Minority enrollment															
Less than 5 percent	340	—	70	50	330	230	—	60	80	220	140	—	60	‡	120
5–19 percent	330	280	140	70	40	970	200	250	900	80	250	130	70	200	50
20–49 percent	320	210	190	70	170	480	390	230	140	210	500	240	260	290	†
50 percent or more	260	170	190	60	‡	1,510	1,480	270	‡	480	1,430	1,110	550	60	260
Free/reduced-price lunch eligibility															
Less than 20 percent	240	140	140	50	140	320	110	130	240	120	340	140	320	†	50
21–34 percent	360	110	160	†	300	480	340	310	80	190	610	300	540	‡	120
35–49 percent	410	360	120	70	170	460	420	‡	‡	220	360	200	70	290	†
50–74 percent	220	150	170	†	†	1,460	1,460	210	60	70	1,020	1,020	100	60	†
75 percent or more	150	110	—	—	—	980	170	—	—	—	520	370	—	—	—

—Fewer than 30 sample cases.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some schools with these characteristics, had a different sample been drawn.

‡Values are less than 50.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Standard errors are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table S8.6.—Standard errors for table 8.6: Number of less serious violent or nonviolent criminal incidents occurring in public schools reported to police, by type of incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Physical attack or fight without a weapon					Theft or larceny					Vandalism				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	17,030	9,220	11,540	5,770	4,300	8,400	4,190	4,130	3,550	3,590	5,580	3,380	3,510	2,780	2,650
Instructional level															
Elementary school	7,000	830	5,250	4,710	1,640	3,390	1,260	2,810	1,110	1,060	4,210	1,790	3,000	2,160	1,310
Middle school	10,430	8,860	6,450	2,360	1,500	3,370	2,510	1,700	1,560	1,160	2,280	1,650	650	1,470	1,080
High school	9,360	2,430	7,340	3,420	3,610	5,660	2,790	2,470	3,120	2,660	2,870	1,730	1,400	1,470	1,680
Region															
Northeast	6,820	2,090	6,060	1,120	1,450	4,830	970	3,010	1,570	1,510	2,380	1,050	1,170	2,060	480
Southeast	8,800	1,850	9,210	2,880	2,400	3,150	1,630	1,690	1,300	1,290	1,840	1,090	1,210	870	1,010
Central	10,030	8,160	2,880	2,390	2,930	2,800	1,940	1,100	1,330	1,920	2,690	910	730	1,120	1,790
West	7,300	3,430	3,070	5,610	1,960	4,970	2,880	2,710	3,160	1,700	4,400	2,870	3,120	2,100	1,470
School enrollment															
Less than 300	3,700	—	—	2,440	2,230	2,270	—	—	1,090	1,720	2,450	—	—	1,590	1,790
300–999	10,730	8,210	4,900	4,920	3,560	4,450	2,340	1,460	2,380	2,620	4,140	2,240	1,880	2,330	1,660
1,000 or more	11,520	2,950	10,340	3,220	—	5,290	2,990	3,830	2,530	—	3,610	2,060	3,070	1,130	—
Minority enrollment															
Less than 5 percent	3,250	—	1,210	2,050	2,530	3,620	—	1,660	1,550	2,780	2,770	—	820	1,650	1,800
5–19 percent	5,120	1,590	3,780	2,330	1,560	4,520	1,550	2,540	2,520	1,220	2,870	640	1,570	1,780	770
20–49 percent	9,330	3,260	6,970	5,130	1,950	4,050	2,290	2,940	730	1,060	2,220	1,380	920	970	770
50 percent or more	13,700	8,840	8,310	3,040	2,820	4,590	3,540	1,390	1,380	1,030	5,170	3,010	2,980	1,830	1,340
Free/reduced-price lunch eligibility															
Less than 20 percent	5,550	1,570	3,590	2,890	1,740	3,940	1,680	2,060	1,980	1,700	2,330	650	1,370	1,110	990
21–34 percent	7,730	1,560	7,020	1,530	1,790	4,360	1,330	2,070	2,550	1,690	2,330	940	1,160	1,690	930
35–49 percent	6,980	2,890	5,600	2,150	2,300	3,780	1,920	2,680	1,130	1,410	1,970	1,130	630	870	1,250
50–74 percent	9,870	8,360	4,680	2,690	1,510	3,400	2,830	1,470	1,350	1,070	2,560	2,010	790	1,620	1,310
75 percent or more	5,940	2,390	—	—	—	2,700	1,510	—	—	—	4,310	2,110	—	—	—

—Fewer than 30 sample cases.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 78,000 public schools. Standard errors are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table S8.7.—Standard errors for table 8.7: Number of serious violent criminal incidents reported to police per 1,000 public school students, by type of incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Rape or other type of sexual battery					Physical attack or fight with a weapon					Robbery				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	0.02	0.04	0.02	0.02	0.05	0.04	0.12	0.03	0.10	0.08	0.04	0.09	0.05	0.04	0.04
Instructional level															
Elementary school	0.02	0.02	0.02	†	0.08	0.03	0.07	0.02	†	0.07	0.02	0.02	0.02	†	0.02
Middle school	0.04	0.07	0.09	0.02	0.13	0.17	0.59	0.08	0.05	0.26	0.12	0.41	0.05	†	0.07
High school	0.03	0.07	0.04	0.03	0.09	0.09	0.09	0.09	0.31	0.19	0.07	0.12	0.18	0.12	0.12
Region															
Northeast	0.02	0.04	0.03	0.02	0.07	0.03	0.09	0.05	0.02	0.10	0.05	0.14	0.03	0.14	0.09
Southeast	0.03	0.08	0.09	0.03	0.07	0.04	0.12	0.10	0.02	0.04	0.06	0.04	0.22	0.02	0.12
Central	0.05	0.15	0.02	†	0.14	0.16	0.60	0.07	0.08	0.24	0.10	0.40	0.12	†	0.02
West	0.03	0.03	0.05	0.02	0.06	0.07	0.07	0.07	0.34	0.15	0.03	0.06	0.03	0.08	†
School enrollment															
Less than 300	0.05	—	—	0.08	0.08	0.26	—	—	1.11	0.14	0.06	—	—	0.24	†
300–999	0.02	0.05	0.03	0.02	0.07	0.06	0.19	0.03	0.02	0.10	0.05	0.13	0.02	0.02	0.06
1,000 or more	0.03	0.06	0.04	0.04	—	0.05	0.09	0.08	0.12	—	0.07	0.08	0.15	0.02	—
Minority enrollment															
Less than 5 percent	0.04	—	0.02	0.02	0.09	0.03	—	0.02	0.02	0.06	0.02	—	0.02	0.02	0.02
5–19 percent	0.03	0.13	0.03	0.02	0.02	0.09	0.10	0.05	0.35	0.07	0.02	0.06	0.02	0.08	0.02
20–49 percent	0.03	0.07	0.06	0.02	0.12	0.05	0.12	0.07	0.06	0.14	0.05	0.07	0.08	0.14	†
50 percent or more	0.02	0.03	0.06	0.02	0.02	0.13	0.23	0.09	0.02	0.66	0.12	0.17	0.19	0.02	0.38
Free/reduced-price lunch eligibility															
Less than 20 percent	0.02	0.07	0.03	0.02	0.09	0.03	0.06	0.03	0.09	0.08	0.03	0.07	0.06	†	0.02
21–34 percent	0.04	0.06	0.06	†	0.16	0.05	0.17	0.12	0.03	0.09	0.07	0.14	0.21	0.02	0.06
35–49 percent	0.06	0.22	0.08	0.04	0.10	0.07	0.24	0.02	0.02	0.13	0.05	0.11	0.05	0.17	†
50–74 percent	0.03	0.05	0.09	†	†	0.19	0.51	0.11	0.02	0.07	0.13	0.35	0.05	0.02	†
75 percent or more	0.03	0.03	—	—	—	0.15	0.05	—	—	—	0.07	0.06	—	—	—

—Fewer than 30 sample cases.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some schools with these characteristics, had a different sample been drawn.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 42,336,819 public school students. Values of 0.0 are less than 0.05.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table S8.8.—Standard errors for table 8.8: Number of less serious violent or nonviolent criminal incidents reported to police per 1,000 public school students, by type of incident, urbanicity, and selected school characteristics: 1996–97

School characteristics	Physical attack or fight without a weapon					Theft or larceny					Vandalism				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Total	0.41	0.76	0.93	0.59	0.61	0.20	0.34	0.33	0.35	0.51	0.13	0.27	0.26	0.29	0.36
Instructional level															
Elementary school	0.31	0.12	0.79	0.97	0.43	0.15	0.18	0.42	0.22	0.28	0.19	0.27	0.43	0.45	0.34
Middle school	1.23	3.56	2.51	1.08	1.38	0.39	1.00	0.66	0.70	1.10	0.27	0.65	0.25	0.63	1.01
High school	0.84	0.80	2.29	1.18	1.66	0.50	0.90	0.77	1.04	1.23	0.23	0.50	0.42	0.53	0.74
Region															
Northeast	0.78	0.93	1.90	0.50	1.31	0.56	0.42	0.93	0.68	1.52	0.27	0.49	0.36	0.95	0.42
Southeast	0.90	0.71	3.77	0.91	1.03	0.30	0.64	0.66	0.44	0.52	0.17	0.33	0.45	0.32	0.42
Central	0.99	3.41	0.98	0.92	1.30	0.27	0.82	0.36	0.53	0.86	0.25	0.36	0.23	0.45	0.75
West	0.55	0.62	0.73	2.03	1.40	0.39	0.56	0.68	1.19	1.20	0.31	0.48	0.71	0.72	1.03
School enrollment															
Less than 300	0.92	—	—	2.81	1.11	0.59	—	—	1.26	0.87	0.60	—	—	1.88	0.87
300–999	0.39	1.07	0.63	0.68	0.76	0.16	0.30	0.19	0.32	0.56	0.15	0.29	0.23	0.31	0.36
1,000 or more	1.12	0.77	2.58	1.82	—	0.46	0.66	0.91	1.49	—	0.32	0.44	0.72	0.65	—
Minority enrollment															
Less than 5 percent	0.32	—	0.57	0.56	0.69	0.38	—	0.79	0.42	0.76	0.29	—	0.35	0.49	0.48
5–19 percent	0.49	0.76	0.83	0.98	1.35	0.44	0.78	0.57	0.98	0.90	0.24	0.28	0.32	0.70	0.58
20–49 percent	0.89	0.93	2.16	2.34	1.32	0.37	0.65	0.87	0.34	0.67	0.20	0.34	0.28	0.41	0.45
50 percent or more	1.16	1.40	2.95	1.69	3.81	0.38	0.57	0.48	0.77	1.54	0.40	0.47	1.02	1.02	1.93
Free/reduced-price lunch eligibility															
Less than 20 percent	0.48	0.81	0.67	1.03	1.13	0.32	0.81	0.36	0.67	1.19	0.19	0.36	0.25	0.40	0.66
21–34 percent	0.89	0.84	2.73	0.63	0.93	0.47	0.65	0.80	0.97	0.89	0.27	0.46	0.38	0.69	0.45
35–49 percent	1.06	1.80	3.74	1.38	1.26	0.58	1.01	1.78	0.73	0.85	0.30	0.48	0.43	0.54	0.67
50–74 percent	1.20	2.90	2.48	1.06	1.30	0.41	0.99	0.69	0.52	0.97	0.29	0.64	0.39	0.63	1.16
75 percent or more	0.89	0.67	—	—	—	0.37	0.39	—	—	—	0.57	0.55	—	—	—

—Fewer than 30 sample cases.

NOTE: Examples of weapons are guns, knives, sharp-edged or pointed objects, baseball bats, frying pans, sticks, rocks, and bottles. Schools were asked to report crimes that took place in school buildings, on school buses, on school grounds, and at places holding school-sponsored events. Population size is 42,336,819 public school students.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table S9.1.—Standard errors for table 9.1: Number of nonfatal crimes against teachers and average annual number of crimes per 1,000 teachers at school, by type of crime and selected teacher characteristics: Aggregated from 1996 through 2000

	Total crimes from 1996 to 2000				Average annual number of crimes per 1,000 teachers			
Teacher characteristics	Total	Theft	Violent	Serious violent[1]	Total	Theft	Violent	Serious violent[1]
Total	105,260	80,230	59,820	18,490	4.5	3.5	2.7	0.8
Gender								
Male	52,140	32,850	38,250	12,140	9.2	6.0	6.9	2.3
Female	86,070	70,580	43,100	13,580	4.9	4.1	2.6	0.8
Race/ethnicity								
White, non-Hispanic	95,100	72,970	53,870	16,910	4.9	3.9	2.9	0.9
Black, non-Hispanic	25,210	20,680	13,660	6,350[2]	11.9	9.9	6.6	3.1[2]
Hispanic	24,190	16,930	16,630	3,140[2]	17.3	12.5	12.3	2.4[2]
Other, non-Hispanic	5,460	4,060[2]	3,610[2]	†	15.6	11.7[2]	10.4[2]	†
Instructional level								
Elementary	58,350	48,020	29,880	13,600	4.9	4.1	2.6	1.2
Middle/junior high	52,880	37,910	34,260	8,540[2]	10.8	8.1	7.3	1.9[2]
Senior high	57,000	43,510	33,730	8,430[2]	8.7	6.9	5.4	1.4[2]
Urbanicity[3]								
Urban	76,270	56,750	46,020	13,410	6.8	5.2	4.3	1.3
Suburban	51,620	41,720	27,730	10,410[2]	7.1	5.8	4.0	1.5[2]
Rural	30,350	24,060	17,450	4,640[2]	7.9	6.4	4.7	1.3[2]

†No cases were reported in this cell, although the crime defined by the cell could have happened to some teachers with these characteristics, had a different sample had been drawn.

[1]Serious violent crimes are also included in violent crimes.

[2]The estimate was based on fewer than 10 cases.

[3]Teachers teaching in more than one school in different locales are not included.

NOTE: Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault. Total crimes include violent crimes and theft. "At school" includes inside the school building, on school property, at work site, or while working. For thefts, "while working" was not considered since thefts of teachers' property kept at school can occur when teachers are not present. The data were aggregated from 1996 through 2000 due to the small number of teachers in each year's sample. On average, there were about 4.4 million teachers per year over the 5-year period for a total population size of 21,802,946 teachers. The population reported here includes part-time teachers as well as other instructional and support staff. Standard errors for total crime numbers are rounded to the nearest 10.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, National Crime Victimization Survey, 1996 through 2000.

Table S10.1.—Standard errors for table 10.1: Percentage and number of teachers who reported that they were threatened with injury by a student during the past 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 and 1999–2000

	1993–94								1999–2000							
	Percent				Number				Percent				Number			
Selected characteristics	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural
Total	0.23	0.40	0.40	0.29	7,040	4,360	3,840	3,550	0.20	0.45	0.24	0.35	7,090	4,890	4,570	2,600
Gender																
Male	0.40	0.87	0.61	0.51	3,870	2,470	1,720	1,760	0.38	0.93	0.44	0.60	3,610	2,600	2,100	1,310
Female	0.20	0.59	0.47	0.30	5,530	3,830	3,300	2,640	0.20	0.44	0.31	0.40	5,490	3,470	4,210	2,190
Race/ethnicity																
White, non-Hispanic	0.24	0.54	0.43	0.30	6,280	3,870	3,720	3,400	0.19	0.50	0.24	0.36	5,670	4,050	4,070	2,430
Black, non-Hispanic	0.61	0.90	1.30	1.16	1,400	1,190	630	500	0.84	1.27	0.99	1.78	2,150	1,710	820	620
Hispanic	1.32	2.10	1.40	1.94	1,840	1,650	490	450	1.01	1.53	1.54	2.33	1,980	1,560	1,190	430
Other, non-Hispanic	1.08	2.02	2.08	1.26	680	510	420	200	0.98	1.77	1.41	1.39	850	580	530	190
Teacher level																
Elementary	0.30	0.67	0.52	0.38	4,480	3,400	2,700	2,290	0.29	0.60	0.41	0.52	5,560	3,770	3,800	2,120
Secondary	0.28	0.49	0.51	0.42	5,380	2,780	2,790	2,450	0.26	0.56	0.36	0.42	4,360	2,780	2,870	1,560
Control																
Public	0.26	0.56	0.42	0.32	6,960	4,420	3,450	3,500	0.22	0.55	0.27	0.37	7,060	4,860	4,430	2,570
Private	0.29	0.38	0.67	0.61	1,100	610	990	480	0.35	0.46	0.47	0.95	1,700	1,000	950	540

NOTE: Population sizes for teachers are 2,940,000 in 1993–94 and 3,451,000 in 1999–2000. Standard error numbers are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Teacher and School Surveys," 1993–94 and 1999–2000.

Table S10.2.—Standard errors for table 10.2: Percentage and number of teachers who reported that they were physically attacked by a student during the past 12 months, by urbanicity and selected teacher and school characteristics: 1993–94 and 1999–2000

	1993–94								1999–2000							
	Percent				Number				Percent				Number			
Selected characteristics	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural	Total	Central city	Urban fringe/ large town	Small town/ rural
Total	0.13	0.23	0.20	0.18	3,890	2,230	2,300	1,920	0.14	0.32	0.19	0.21	4,820	3,320	3,450	1,590
Gender																
Male	0.21	0.58	0.29	0.26	1,760	1,350	740	900	0.22	0.61	0.36	0.29	1,990	1,580	1,630	590
Female	0.18	0.34	0.31	0.22	3,840	2,220	2,170	1,640	0.17	0.39	0.23	0.27	4,390	3,010	3,040	1,470
Race/ethnicity																
White, non-Hispanic	0.16	0.31	0.20	0.19	3,970	2,160	2,100	1,940	0.13	0.33	0.19	0.21	3,810	2,450	2,980	1,460
Black, non-Hispanic	0.40	0.69	1.18	0.71	860	830	530	310	0.59	0.89	0.73	1.50	1,540	1,270	610	500
Hispanic	0.99	1.57	1.14	0.66	1,260	1,170	380	130	0.83	1.41	1.20	0.81	1,660	1,450	930	140
Other, non-Hispanic	0.76	1.60	1.52	0.79	450	340	300	120	0.54	1.07	0.78	0.83	460	350	270	110
Teacher level																
Elementary	0.20	0.43	0.32	0.27	3,250	2,170	1,700	1,560	0.23	0.52	0.31	0.37	4,360	3,080	3,020	1,350
Secondary	0.14	0.25	0.26	0.20	1,980	1,030	1,190	1,120	0.14	0.30	0.19	0.20	2,270	1,430	1,530	720
Control																
Public	0.14	0.29	0.27	0.19	3,690	2,350	2,130	1,890	0.15	0.39	0.22	0.23	4,630	3,230	3,450	1,600
Private	0.23	0.31	0.46	0.56	850	500	660	420	0.22	0.29	0.38	0.58	1,070	630	770	320

NOTE: Population sizes for teachers are 2,940,000 in 1993–94 and 3,451,000 in 1999–2000. Standard error numbers are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Teacher and School Surveys," 1993–94 and 1999–2000.

Table S11.1.—Standard errors for table 11.1: Percentage of students in grades 9 through 12 who reported carrying a weapon on school property at least 1 day in the past 30 days, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001

Student characteristics	1993	1995[1]	1997[1]	1999[1]	2001[1]
Total	0.73	0.45	0.64	0.60	0.52
Gender					
Male	0.96	0.76	1.50	1.08	0.88
Female	0.65	0.53	0.37	0.38	0.27
Race/ethnicity[2]					
White	§	§	§	0.87	0.62
Black or African American	§	§	§	0.49	0.92
Hispanic or Latino	§	§	§	0.74	0.44
Asian	§	§	§	1.44	2.05
American Indian or Alaska Native	§	§	§	5.16	4.02
Native Hawaiian or other Pacific Islander	§	§	§	2.70	3.05
Multiple	§	§	§	2.73	3.61
Grade					
9th	0.73	0.76	0.90	1.07	0.66
10th	0.97	0.78	0.99	0.81	0.60
11th	1.41	0.94	1.33	0.55	0.74
12th	0.83	0.68	0.91	0.80	0.71

§The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[1]The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

[2]Hispanics and Latinos are not included in these race/ethnicity categories unless specified.

NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Table S11.2.—Standard errors for table 11.2: Percentage of students in grades 9 through 12 who reported carrying a weapon anywhere at least 1 day in the past 30 days, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001

Student characteristics	1993	1995[1]	1997[1]	1999[1]	2001[1]
Total	1.18	0.66	0.91	1.00	0.99
Gender					
Male	1.68	1.03	1.57	1.76	1.67
Female	0.85	0.72	0.54	0.56	0.41
Race/ethnicity[2]					
White	§	§	§	1.40	1.30
Black or African American	§	§	§	2.68	1.23
Hispanic or Latino	§	§	§	1.34	0.79
Asian	§	§	§	2.02	2.10
American Indian or Alaska Native	§	§	§	5.60	5.52
Native Hawaiian or other Pacific Islander	§	§	§	4.81	4.35
Multiple	§	§	§	3.20	3.41
Grade					
9th	1.42	1.24	1.34	1.68	0.98
10th	1.11	0.94	1.33	1.31	1.44
11th	1.66	1.40	1.69	1.21	1.11
12th	1.46	0.93	1.65	1.46	1.26

§The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[1]The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

[2]Hispanics and Latinos are not included in these race/ethnicity categories unless specified.

NOTE: The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked during the past 30 days, on how many days they carried a weapon.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Table S12.1.—Standard errors for table 12.1: Percentage of students ages 12 through 18 who reported fear at school or on the way to and from school and away from school during the previous 6 months, by selected student characteristics: 1995, 1999, and 2001

Student characteristics	Feared attack at school or on the way to and from school			Feared attack away from school	
	1995	1999	2001	1999	2001
Total	0.39	0.37	0.31	0.32	0.28
Gender					
Male	0.51	0.44	0.38	0.34	0.31
Female	0.58	0.53	0.43	0.49	0.42
Race/ethnicity					
White, non-Hispanic	0.36	0.32	0.35	0.32	0.29
Black, non-Hispanic	1.31	1.27	0.87	1.00	0.87
Hispanic	1.27	1.20	1.07	1.03	0.75
Other, non-Hispanic	1.58	1.09	1.11	1.04	1.32
Grade					
6th	1.13	1.37	1.26	1.11	1.15
7th	1.02	0.79	0.95	0.72	0.80
8th	0.84	0.74	0.69	0.66	0.61
9th	0.82	0.74	0.63	0.63	0.62
10th	0.82	0.77	0.71	0.63	0.63
11th	0.80	0.68	0.65	0.72	0.62
12th	0.94	0.88	0.55	0.86	0.62
Urbanicity					
Urban	0.84	0.81	0.59	0.82	0.68
Suburban	0.49	0.42	0.33	0.31	0.33
Rural	0.80	0.70	0.97	0.71	0.59
Control					
Public	0.43	0.38	0.33	0.32	0.30
Private	1.01	0.81	0.92	0.92	1.08

NOTE: In 1995 and 1999, students reported fear of "attack or harm" at school during the previous 6 months. In 2001, students reported fear of "attack or threat of attack" at school during the previous 6 months. Includes students who reported that they sometimes or most of the time feared being victimized in this way. See appendix B for details. Population sizes for students ages 12 through 18 are 23,601,000 in 1995, 24,614,000 in 1999, and 24,315,190 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995, 1999, and 2001.

Table S13.1.—Standard errors for table 13.1: Percentage of students ages 12 through 18 who reported that they avoided one or more places in school during the previous 6 months, by selected student characteristics: 1995, 1999, and 2001

Student characteristics	1995	1999	2001
Total	0.29	0.29	0.27
Gender			
Male	0.43	0.35	0.40
Female	0.46	0.39	0.35
Race/ethnicity			
White, non-Hispanic	0.32	0.27	0.30
Black, non-Hispanic	1.01	0.90	0.75
Hispanic	0.97	0.73	0.71
Other, non-Hispanic	1.61	0.99	1.16
Grade			
6th	0.99	0.92	0.93
7th	0.89	0.72	0.79
8th	0.77	0.70	0.62
9th	0.71	0.63	0.61
10th	0.75	0.61	0.64
11th	0.64	0.46	0.43
12th	0.74	0.51	0.64
Urbanicity			
Urban	0.73	0.48	0.52
Suburban	0.40	0.38	0.38
Rural	0.65	0.56	0.70
Control			
Public	0.33	0.31	0.29
Private	0.47	0.45	0.69

NOTE: Places include the entrance into the school, any hallways or stairs in the school, parts of the school cafeteria, any school restrooms, and other places inside the school building. See appendix B for details on changes to the questionnaire among survey years. Population sizes for students ages 12 through 18 are 23,601,000 in 1995, 24,614,000 in 1999, and 24,315,190 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1995, 1999, and 2001.

Table S14.1.—Standard errors for table 14.1: Percentage of students ages 12 through 18 who reported being targets of hate-related words at school during the previous 6 months, by selected student characteristics: 2001

Student characteristics	Total*	Hate-related words related to student's characteristics					
		Race	Religion	Ethnicity	Disability	Gender	Sexual orientation
Total	0.46	0.27	0.20	0.19	0.13	0.21	0.13
Gender							
Male	0.65	0.38	0.28	0.31	0.20	0.17	0.18
Female	0.52	0.31	0.21	0.25	0.15	0.39	0.20
Race/ethnicity							
White, non-Hispanic	0.58	0.28	0.26	0.18	0.16	0.28	0.18
Black, non-Hispanic	1.08	0.84	0.37	0.54	0.36	0.49	0.26
Hispanic	1.15	0.74	0.35	0.88	0.27	0.29	0.16
Other, non-Hispanic	2.05	1.97	0.72	1.33	0.27	0.49	
Grade							
6th	1.26	0.70	0.35	0.46	0.52	0.54	0.21
7th	1.13	0.66	0.33	0.57	0.41	0.57	0.27
8th	1.07	0.62	0.54	0.50	0.31	0.40	0.29
9th	1.00	0.56	0.30	0.42	0.31	0.47	0.27
10th	0.95	0.54	0.47	0.41	0.25	0.47	0.33
11th	1.13	0.74	0.53	0.56	0.33	0.50	0.39
12th	0.87	0.49	0.48	0.51	0.15	0.63	0.40
Urbanicity							
Urban	0.73	0.43	0.31	0.41	0.26	0.37	0.23
Suburban	0.63	0.40	0.24	0.29	0.15	0.30	0.17
Rural	1.11	0.62	0.61	0.43	0.30	0.50	0.33
Control							
Public	0.51	0.30	0.21	0.21	0.14	0.23	0.13
Private	1.13	0.41	0.40	0.48	0.21	0.55	0.46

*In the SCS questionnaire, students are asked if they were the targets of hate-related words at school. If the students respond that they were called a hate-related word, they are asked to choose the specific characteristics that the hate-related word targeted. Students were allowed to choose more than one characteristic. If a student chose more than one characteristic, he or she is counted once under the "total" category. Therefore, the percent of students who reported being called a hate-related word is less than the sum of all the individual characteristics.

NOTE: "At school" means in the school building, on school property, on a school bus, or going to and from school. Population size is 24,315,190 students ages 12 through 18 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 2001.

145 BEST COPY AVAILABLE

Table S14.2.—Standard errors for table 14.2: Percentage of students ages 12 through 18 who saw hate-related graffiti at school during the previous 6 months, by selected student characteristics: 1999 and 2001

Student characteristics	1999[1]	2001[2]
Total	0.94	0.75
Gender		
Male	1.06	0.89
Female	1.14	0.92
Race/ethnicity		
White, non-Hispanic	1.20	0.95
Black, non-Hispanic	1.71	1.52
Hispanic	1.46	1.87
Other, non-Hispanic	2.53	2.82
Grade		
6th	1.82	1.88
7th	1.43	1.36
8th	1.51	1.40
9th	1.55	1.55
10th	1.77	1.49
11th	1.74	1.76
12th	2.04	1.79
Urbanicity		
Urban	1.18	1.21
Suburban	1.12	0.87
Rural	2.60	2.56
Control		
Public	0.97	0.80
Private	1.85	1.34

[1]"At school" means in the school building, on the school grounds, or on a school bus.

[2]"At school" means in the school building, on school property, on a school bus, or going to and from school.

NOTE: Population sizes for students ages 12 through 18 are 24,614,000 in 1999 and 24,315,190 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 1999 and 2001.

Table S15.1.—Standard errors for table 15.1: Percentage of students ages 12 through 18 who reported that street gangs were present at school during the previous 6 months, by urbanicity and selected student characteristics: 2001

Student characteristics	Total	Urban	Suburban	Rural
Total	0.71	1.23	0.72	1.71
Gender				
Male	0.86	1.62	0.92	2.08
Female	0.90	1.52	1.08	1.84
Race/ethnicity				
White, non-Hispanic	0.72	1.28	0.75	1.70
Black, non-Hispanic	1.90	2.79	2.79	5.78
Hispanic	1.82	2.45	2.25	7.49
Other, non-Hispanic	2.18	4.41	2.95	4.89
Grade				
6th	1.28	2.45	1.52	2.78
7th	1.09	2.54	1.16	1.87
8th	1.22	2.66	1.50	2.24
9th	1.27	2.77	1.48	3.03
10th	1.48	3.08	1.58	3.05
11th	1.56	3.18	1.71	3.85
12th	1.54	3.21	1.81	4.51
Control				
Public	0.77	1.35	0.80	1.80
Private	1.05	1.38	1.45	3.79

NOTE: "At school" means in the school building, on school property, on a school bus, or going to and from school. Population size is 24,315,190 students ages 12 through 19 in 2001.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, January–June 2001.

Table S16.1.—Standard errors for Table 16.1: Percentage of public school principals who reported that selected discipline issues were a serious or moderate problem in their school, by school level and urbanicity: 1993–94 and 1999–2000

	Percent			Elementary schools			Secondary schools		
	Total*	Elementary	Secondary	Central city	Urban fringe/ large town	Small town/ rural	Central city	Urban fringe/ large town	Small town/ rural
1993–94									
Student tardiness	0.54	0.73	0.97	1.84	1.36	0.83	2.13	1.46	1.30
Student absenteeism	0.51	0.70	0.96	1.78	1.42	0.93	1.60	2.08	1.12
Student disrespect for teachers	0.49	0.63	0.74	1.29	1.25	0.92	1.56	1.36	1.17
Student use of alcohol	0.30	0.29	0.87	0.30	0.38	0.62	1.96	1.74	1.22
Physical conflicts among students	0.58	0.76	0.59	1.59	1.17	1.17	1.89	1.47	0.60
Student drug abuse	0.26	0.25	0.60	0.36	0.42	0.46	1.78	1.87	0.90
Students cutting class	0.18	0.16	0.63	0.45	0.23	0.23	1.59	1.40	0.78
Vandalism of school property	0.45	0.60	0.48	1.57	1.31	0.66	1.43	0.94	0.63
Robbery or theft	0.28	0.41	0.41	0.93	0.86	0.37	1.23	0.98	0.50
Student possession of weapons	0.22	0.23	0.36	0.45	0.51	0.29	1.25	0.98	0.33
1999–2000									
Student tardiness	0.58	0.80	0.87	1.84	1.17	1.26	1.92	1.33	1.28
Student absenteeism	0.52	0.66	0.94	1.59	1.08	1.29	1.60	1.32	1.50
Student disrespect for teachers	0.44	0.58	0.70	1.49	0.91	1.23	1.35	1.15	1.19
Student use of alcohol	0.30	0.28	0.88	0.20	0.29	0.85	1.56	1.58	1.43
Physical conflicts among students	0.44	0.63	0.59	1.29	0.73	1.03	1.42	0.86	0.78
Student drug abuse	0.28	0.26	0.85	0.44	0.31	0.81	1.80	1.48	1.32
Students cutting class	0.21	0.14	0.75	0.39	0.13	0.34	1.87	1.23	0.87
Vandalism of school property	0.28	0.39	0.41	0.86	0.50	0.61	1.17	0.60	0.53
Robbery or theft	0.23	0.27	0.38	0.69	0.25	0.44	1.11	0.57	0.61
Student possession of weapons	0.11	0.12	0.25	0.28	0.18	0.27	0.79	0.33	0.31

*Includes combined elementary/secondary schools not shown separately.

NOTE: Population size is 79,618 public school principals for 1993–94 and 83,790 public and public charter school principals for 1999–2000.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public and Public Charter School Principal Surveys," 1993–94 and 1999–2000.

Table S17.1.—Standard errors for table 17.1: Percentage of students in grades 9 through 12 who reported using alcohol in the last 30 days, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001

Student characteristics	Anywhere					On school property				
	1993	1995†	1997†	1999†	2001†	1993	1995†	1997†	1999†	2001†
Total	1.06	1.19	1.43	1.27	1.11	0.39	0.45	0.34	0.38	0.28
Gender										
Male	1.23	1.33	1.22	1.47	1.42	0.39	0.50	0.66	0.56	0.43
Female	1.32	1.79	1.99	1.43	1.11	0.54	0.70	0.37	0.35	0.39
Race/ethnicity[2]										
White	§	§	§	1.57	1.12	§	§	§	0.56	0.26
Black or African American	§	§	§	4.08	2.33	§	§	§	0.51	0.65
Hispanic or Latino	§	§	§	2.28	1.64	§	§	§	0.82	0.72
Asian	§	§	§	2.23	3.22	§	§	§	0.40	1.42
American Indian or Alaska Native	§	§	§	6.43	3.97	§	§	§	4.87	1.69
Native Hawaiian or other Pacific Islander	§	§	§	4.91	8.54	§	§	§	1.64	3.52
Multiple	§	§	§	3.88	4.11	§	§	§	1.04	2.36
Grade										
9th	1.79	1.87	3.12	2.23	1.82	0.38	0.90	0.83	0.57	0.47
10th	2.00	2.38	2.19	1.91	1.29	0.43	0.88	0.71	0.68	0.45
11th	1.73	1.51	1.49	1.94	1.70	0.80	0.86	0.86	0.53	0.45
12th	1.35	1.64	2.50	2.24	1.53	0.64	0.58	0.66	0.89	0.44

§The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

†The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

[2]Hispanics and Latinos are not included in these race/ethnicity categories unless specified.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather students are simply asked during the past 30 days, on how many days did they have at least one drink of alcohol.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Table S18.1.—Standard errors for table 18.1: Percentage of students in grades 9 through 12 who reported using marijuana in the last 30 days, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001

Student characteristics	Anywhere					On school property				
	1993	1995[1]	1997[1]	1999[1]	2001[1]	1993	1995[1]	1997[1]	1999[1]	2001[1]
Total	1.22	1.03	1.11	1.28	0.77	0.65	0.59	0.52	0.74	0.37
Gender										
Male	1.23	1.08	1.46	1.93	0.81	0.83	0.85	0.68	1.31	0.54
Female	1.02	1.44	1.04	0.94	0.87	0.48	0.72	0.56	0.42	0.28
Race/ethnicity[2]										
White	§	§	§	1.59	1.40	§	§	§	0.85	0.45
Black or African American	§	§	§	3.50	2.12	§	§	§	1.10	0.60
Hispanic or Latino	§	§	§	2.27	0.84	§	§	§	1.21	0.70
Asian	§	§	§	2.14	2.12	§	§	§	0.74	1.56
American Indian or Alaska Native	§	§	§	6.54	5.48	§	§	§	5.07	6.55
Native Hawaiian or other Pacific Islander	§	§	§	3.80	4.07	§	§	§	2.90	2.46
Multiple	§	§	§	4.00	5.22	§	§	§	1.81	1.24
Grade										
9th	1.10	1.83	1.95	1.94	1.25	0.40	1.38	0.90	1.00	0.62
10th	1.79	1.89	1.29	2.11	1.12	0.94	0.87	0.73	1.10	0.51
11th	1.77	1.35	1.81	2.45	1.33	1.07	0.62	1.17	0.78	0.48
12th	1.40	2.35	2.09	2.83	1.77	0.78	1.15	0.61	1.15	0.71

§The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[1]The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

[2]Hispanics and Latinos are not included in these race/ethnicity categories unless specified.

NOTE: "On school property" was not defined for survey respondents. The term "anywhere" is not used in the YRBS questionnaire. Rather, students are simply asked how many times during the past 30 days they used marijuana.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Table S19.1.—Standard errors for table 19.1: Percentage of students in grades 9 through 12 who reported that drugs were made available to them on school property during the last 12 months, by selected student characteristics: 1993, 1995, 1997, 1999, and 2001

Student characteristics	1993	1995[1]	1997[1]	1999[1]	2001[1]
Total	1.18	1.55	1.43	1.21	1.01
Gender					
Male	1.50	1.73	1.19	1.69	1.20
Female	1.31	1.43	1.22	1.23	1.03
Race/ethnicity[2]					
White	§	§	§	1.47	1.31
Black or African American	§	§	§	2.02	1.72
Hispanic or Latino	§	§	§	1.89	1.29
Asian	§	§	§	2.56	2.92
American Indian or Alaska Native	§	§	§	5.91	5.15
Native Hawaiian or other Pacific Islander	§	§	§	4.38	5.73
Multiple	§	§	§	2.83	3.22
Grade					
9th	1.24	1.69	2.33	2.54	1.59
10th	1.86	1.54	1.71	1.98	1.39
11th	0.16	1.88	1.42	2.14	1.39
12th	1.82	2.03	1.80	1.16	1.30

§The response categories for race/ethnicity changed in 1999 making comparisons of some categories with earlier years problematic.

[1]The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

[2]Hispanics and Latinos are not included in these race/ethnicity categories unless specified.

NOTE: "On school property" was not defined for survey respondents.

SOURCE: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), "Youth Risk Behavior Survey" (YRBS), 1993, 1995, 1997, 1999, and 2001.

Appendix A. School Practices and Policies Related to Safety and Discipline

Concern over school crime and violence has prompted many public schools to take various measures to reduce and prevent violence and ensure safety in schools. Such measures include adopting zero tolerance policies; requiring students to wear uniforms; employing various security measures such as requiring visitor sign-in and using metal detectors; having police or other law enforcement representatives stationed at the school; and offering students various types of violence prevention programs. Presented in this appendix are data on the implementation of such safety measures in public schools. This report does not evaluate the effectiveness of any of these efforts or strategies, and the inclusion of a strategy does not suggest that it is endorsed by the National Center for Education Statistics (NCES) or the Bureau of Justice Statistics (BJS) as an effective means of reducing or preventing violence. Likewise, the omission of a possible strategy does not suggest it is rejected by NCES or BJS as a policy to reduce or prevent violence. This information was drawn from two sources. First, some information and tables were drawn from an NCES report titled *Violence and Discipline Problems in U.S. Public Schools: 1996–97* (NCES 98–030). The report was based on data from the 1996–97 Fast Response Survey System (FRSS) Principal/School Disciplinarian Survey on School Violence. Readers should consult the FRSS report for more detailed findings on variation by school characteristics. Second, data from the 1999–2000 Schools and Staffing Survey were used to update existing information with timely data on practices and policies related to safety and discipline.

Zero Tolerance Policies

- In 1996–97, most public schools reported having zero tolerance policies toward serious student offenses (table A1). A "zero tolerance policy" was defined as a school or district policy that mandates predetermined consequences or punishments for specific offenses. At least 9 out of 10 schools reported zero tolerance policies for firearms (94 percent) and weapons other than firearms (91 percent). Eighty-seven percent of schools had policies of zero tolerance for alcohol and 88 percent had zero tolerance policies for drugs. Most schools also had zero tolerance policies for violence and tobacco (79 percent each).

*This appendix has been updated from the *2001 Indicators of School Crime and Safety* report.

School Uniforms

- Requiring students to wear school uniforms was not common. Three percent of all public schools required students to wear uniforms during the 1996–97 school year (table A2).

Security Measures

- Schools took a number of measures to secure their schools. For example, in 1999–2000, 97 percent of public schools reported that visitors were required to sign in before entering the school building (table A3); 90 percent of public schools reported having a closed campus policy that prohibited most students from leaving the campus for lunch; 23 percent of schools reported the daily presence of police or security personnel; and 15 percent reported using video surveillance to monitor students and their school. In addition, 21 percent of public schools reported conducting drug sweeps, with secondary schools and combined elementary/secondary schools being more likely to use drug sweeps than elementary schools (49 and 40 percent, respectively, vs. 10 percent). While 8 percent of public schools reported that they performed random metal detector checks on students, daily use of metal detectors as a security measure was not as common: only 2 percent of public schools reported taking this measure.

Presence of Police or Other Law Enforcement Representatives in Schools

- In addition to the security measures described above, in 1996–97, 6 percent of public schools reported having police or other law enforcement representatives stationed 30 hours or more at the school in a typical week during the 1996–97 school year; 1 percent of schools had them stationed from 10 to 29 hours; and 3 percent had them stationed from 1 to 9 hours (table A4). Twelve percent of schools did not have police or other law enforcement representatives stationed during a typical week, but made them available as needed, and 78 percent of schools did not have any such persons stationed at their schools.

Violence Prevention or Reduction Programs

- A majority of public schools (59 percent) reported having a school violence prevention program in 1999–2000 (table A5). Of those schools with a program, 58 percent employed a formal procedure to assess the effectiveness of the violence prevention program.

Policies to Prevent Firearms in School

- In the 1996–97 school year, there were over 5,000 student expulsions for possession or use of a firearm (table A6). An additional 3,300 students were transferred to alternative schools for possession or use of a firearm, while 8,144 were placed in out-of-school suspensions lasting 5 or more days. About 5 percent of all public schools (or 4,170) took one or more of these actions.

Table A1.—Percentage of public schools that reported that they have a zero tolerance policy for various specified student offenses, by selected school characteristics: 1996–97

School characteristics	Types of offenses					
	Violence	Firearms	Weapons other than firearms	Alcohol	Drugs	Tobacco
All public schools	79	94	91	87	88	79
Instructional level						
Elementary school	79	93	91	87	88	82
Middle school	75	95	90	86	90	77
High school	80	96	92	86	89	72
School enrollment						
Less than 300	76	93	89	84	84	76
300–999	79	94	91	88	89	82
1,000 or more	86	98	93	85	92	72
Locale						
City	87	97	95	89	91	83
Urban fringe	82	95	90	88	90	80
Town	71	90	86	82	83	77
Rural	76	94	92	88	89	78
Region						
Northeast	78	89	90	83	84	79
Southeast	83	95	89	90	92	80
Central	72	93	88	82	83	75
West	83	97	95	91	93	83
Percent minority enrollment						
Less than 5 percent	71	92	88	82	83	75
5–19 percent	79	94	92	89	90	80
20–49 percent	83	95	90	87	89	79
50 percent or more	85	97	94	90	92	83
Percent of students eligible for free or reduced-price school lunch						
Less than 20 percent	76	92	88	86	87	77
20–34 percent	77	94	90	87	88	82
35–49 percent	79	97	95	89	92	81
70–74 percent	80	95	90	85	88	79
75 percent or more	84	95	93	87	89	81

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table A2.—Percentage of public schools that reported that students were required to wear school uniforms, by selected school characteristics: 1996–97

School characteristics	Uniforms required
All public schools	3
Instructional level	
Elementary school	4
Middle school	4
High school	(*)
School enrollment	
Less than 300	†
300–999	4
1,000 or more	8
Locale	
City	9
Urban fringe	6
Town	(*)
Rural	(*)
Region	
Northeast	1
Southeast	4
Central	2
West	6
Percent minority enrollment	
Less than 5 percent	(*)
5–19 percent	†
20–49 percent	2
50 percent or more	13
Percent of students eligible for free or reduced-price school lunch	
Less than 20 percent	(*)
20–34 percent	1
35–49 percent	2
70–74 percent	5
75 percent or more	11

*Less than 0.5 percent.

†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table A3.—Percentage of public schools that reported that they use various types of security measures at their schools, by selected school characteristics: 1999–2000

School characteristics	Visitors must sign in	Closed campus for most students during lunch	Daily presence of police or security personnel	Video surveillance	One or more drug sweeps	Random metal detectors check on students	Students must pass through metal detectors each day
All public schools	97	90	23	15	21	8	2
Instructional level							
Elementary schools	97	94	15	11	10	5	1
Secondary schools	96	77	48	26	49	14	3
Combined elementary/ secondary schools	93	82	29	20	40	19	8
School enrollment							
Less than 300	91	82	13	10	22	5	2
300–999	99	94	20	14	18	7	1
1,000 or more	99	87	75	32	37	20	4
Locale							
Central city	98	93	37	15	15	14	5
Urban fringe/Large town	98	91	23	15	17	5	1
Small town/Rural	93	85	14	14	31	7	1
Region							
Northeast	98	93	26	17	9	4	1
Midwest	93	85	18	16	21	5	2
South	99	95	28	19	32	15	3
West	96	86	22	6	14	3	(*)
Percent minority enrollment							
Less than 5 percent	94	89	12	14	23	3	(*)
5–19 percent	96	86	20	14	21	3	(*)
20–49 percent	97	90	23	15	21	8	1
50 percent or more	99	94	37	16	19	16	5
Percent of students eligible for free or reduced-price school lunch							
Less than 15 percent	95	85	23	17	20	4	(*)
15–29 percent	97	88	21	15	21	5	1
30–49 percent	97	90	20	13	23	7	1
50–74 percent	97	93	21	13	20	12	2
75 percent or more	98	95	33	16	20	13	5

*Less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public and Public Charter School Surveys," 1999–2000.

Table A4.—Percentage of public schools that reported various levels of police or other law enforcement representatives' presence during a typical week, by selected school characteristics: 1996–97

School characteristics	Police or other law enforcement representatives: Stationed at school, 30 hours or more	Stationed at school, 10–29 hours	Stationed at school, 1–9 hours	Not stationed during a typical week, but available as needed	None stationed at school during 1996–97
All public schools	6	1	3	12	78
Instructional level					
Elementary school	1	1	1	8	89
Middle school	10	3	5	17	65
High school	19	2	6	18	54
School enrollment					
Less than 300	1	(*)	1	9	89
300–999	4	1	3	12	80
1,000 or more	39	5	7	15	34
Locale					
City	13	4	3	11	69
Urban fringe	7	1	2	11	80
Town	5	1	4	11	78
Rural	1	(*)	2	14	83
Region					
Northeast	6	(*)	2	11	81
Southeast	9	2	2	11	77
Central	4	2	3	11	81
West	7	1	4	14	74
Percent minority enrollment					
Less than 5 percent	1	1	3	10	85
5–19 percent	6	1	3	10	80
20–49 percent	7	1	2	13	77
50 percent or more	13	3	3	14	67
Percent of students eligible for free or reduced-price school lunch					
Less than 20 percent	5	1	4	10	79
20–34 percent	7	1	2	10	80
35–49 percent	5	(*)	3	12	80
70–74 percent	6	2	1	13	78
75 percent or more	8	2	4	14	72

*Less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table A5.—Percentage of public schools that reported school violence prevention programs in their schools, by selected school characteristics: 1999–2000

School characteristics	All public schools*		Elementary schools		Secondary schools	
	Percent with program	Of those with program, percent with procedure to assess effectiveness	Percent with program	Of those with program, percent with procedure to assess effectiveness	Percent with program	Of those with program, percent with procedure to assess effectiveness
All public schools	59	58	59	57	59	61
School enrollment						
Less than 300	53	57	53	57	51	55
300–999	61	58	61	57	60	62
1,000 or more	65	61	61	55	68	64
Locale						
Central city	66	66	65	66	69	67
Urban fringe/Large town	57	54	57	53	60	59
Small town/Rural	57	56	58	55	54	59
Region						
Northeast	56	49	54	45	63	61
Midwest	56	57	57	57	53	60
South	65	62	66	60	63	65
West	56	59	56	60	59	56
Percent minority enrollment						
Less than 5 percent	54	53	55	50	52	61
5–19 percent	58	54	58	53	58	57
20–49 percent	60	58	60	59	63	55
50 percent or more	64	65	63	64	67	69
Percent of students eligible for free or reduced-price school lunch						
Less than 15 percent	54	53	54	50	55	58
15–29 percent	55	55	56	52	55	61
30–49 percent	61	60	61	58	62	66
50–74 percent	62	58	62	57	64	63
75 percent or more	65	63	64	66	68	54

*Includes combined elementary/secondary schools not shown separately.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public and Public Charter School Surveys," 1999–2000.

Table A6.—Number and percentage of schools in which specified disciplinary actions were taken against students, total number of actions taken, and percentage of specific disciplinary actions taken against students, by type of infraction: 1996–97

Infraction	Total number of schools taking one or more of these specified actions	Percent of schools taking one or more of these specified actions	Total number of these specified actions taken	Number of actions taken		
				Expulsions	Transfers to alternative schools or programs	Out-of-school suspensions lasting 5 or more days
Possession or use of a firearm	4,170	5	16,587	5,143	3,301	8,144
Possession or use of a weapon other than a firearm	16,740	22	58,554	13,698	12,943	31,970
Possession, distribution, or use of alcohol or drugs, including tobacco	20,960	27	170,464	30,522	34,255	105,723
Physical attacks or fights	30,160	39	330,696	50,961	62,108	217,627

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table SA1.—Standard errors for table A1: Percentage of public schools that reported that they have a zero tolerance policy for various specified student offenses, by selected school characteristics: 1996–97

School characteristics	Types of offenses					
	Violence	Firearms	Weapons other than firearms	Alcohol	Drugs	Tobacco
All public schools	1.6	1.0	1.2	1.2	1.1	1.5
Instructional level						
Elementary school	2.4	1.6	1.8	1.8	1.8	2.1
Middle school	2.3	1.4	1.7	2.0	1.8	2.3
High school	2.0	1.1	1.5	2.2	1.9	2.4
School enrollment						
Less than 300	3.8	2.7	3.1	3.6	3.6	3.8
300–999	1.8	1.0	1.2	1.2	1.2	1.5
1,000 or more	2.4	0.7	1.8	2.3	1.7	2.8
Locale						
City	2.5	1.4	1.6	2.2	2.1	2.3
Urban fringe	2.7	1.5	2.2	2.4	2.2	2.6
Town	3.2	2.4	2.5	2.7	2.7	3.1
Rural	3.5	2.0	2.3	2.4	2.3	2.9
Region						
Northeast	3.6	2.5	2.4	2.9	2.9	3.6
Southeast	2.6	1.3	2.1	1.5	1.4	2.7
Central	3.4	2.1	2.8	3.0	3.0	3.3
West	2.3	1.3	1.5	1.9	1.8	2.0
Percent minority enrollment						
Less than 5 percent	3.4	2.7	2.9	2.9	2.9	3.2
5–19 percent	3.9	1.8	2.2	2.6	2.6	2.9
20–49 percent	2.4	1.8	2.2	2.2	2.2	2.5
50 percent or more	2.2	1.2	1.4	1.9	1.9	2.1
Percent of students eligible for free or reduced-price school lunch						
Less than 20 percent	3.4	2.2	2.6	2.6	2.7	3.0
20–34 percent	3.7	2.7	2.9	3.1	3.0	3.2
35–49 percent	4.2	1.8	1.9	2.8	2.8	3.2
70–74 percent	3.2	1.8	2.3	3.1	2.8	3.2
75 percent or more	3.6	2.2	2.4	3.2	3.2	3.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table SA2.—Standard errors for table A2: Percentage of public schools that reported that students were required to wear school uniforms, by selected school characteristics: 1996–97

School characteristics	Uniforms required
All public schools	0.6
Instructional level	
Elementary school	0.9
Middle school	0.8
High school	—
School enrollment	
Less than 300	†
300–999	0.9
1,000 or more	2.2
Locale	
City	1.9
Urban fringe	1.8
Town	—
Rural	—
Region	
Northeast	0.9
Southeast	1.4
Central	1.0
West	1.4
Percent minority enrollment	
Less than 5 percent	—
5–19 percent	†
20–49 percent	1.0
50 percent or more	2.3
Percent of students eligible for free or reduced-price school lunch	
Less than 20 percent	—
20–34 percent	0.7
35–49 percent	1.2
70–74 percent	1.6
75 percent or more	2.6

—Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.
†No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table SA3.—Standard errors for table A3: Percentage of public schools that reported that they use various types of security measures at their schools, by selected school characteristics: 1999–2000

School characteristics	Visitors must sign in	Closed campus for most students during lunch	Daily presence of police or security personnel	Video surveillance	One or more drug sweeps	Random metal detectors check on students	Students must pass through metal detectors each day
All public schools	0.2	0.3	0.4	0.4	0.4	0.2	0.1
Instructional level							
Elementary schools	0.3	0.4	0.6	0.5	0.5	0.3	0.1
Secondary schools	0.5	0.8	0.8	0.6	0.7	0.5	0.3
Combined elementary/ secondary schools	1.2	2.3	2.4	2.2	2.5	1.7	2.1
School enrollment							
Less than 300	0.7	1.0	0.9	0.8	1.0	0.4	0.4
300–999	0.2	0.4	0.5	0.6	0.5	0.3	0.1
1,000 or more	0.4	0.7	1.6	1.1	1.3	1.1	0.6
Locale							
Central city	0.3	0.6	1.2	0.8	0.9	0.8	0.5
Urban fringe/Large town	0.3	0.5	0.7	0.7	0.5	0.3	0.1
Small town/Rural	0.5	0.7	0.7	0.7	1.0	0.4	0.1
Region							
Northeast	0.4	0.7	1.0	1.4	0.8	0.4	0.3
Midwest	0.6	0.8	0.7	0.7	0.8	0.4	0.3
South	0.2	0.5	0.8	0.8	1.0	0.5	0.3
West	0.5	0.7	1.0	0.5	0.7	0.4	—
Percent minority enrollment							
Less than 5 percent	0.6	0.7	0.6	0.8	1.0	0.3	—
5–19 percent	0.5	0.9	1.0	0.9	0.9	0.4	—
20–49 percent	0.5	0.8	1.0	1.0	1.0	0.7	0.2
50 percent or more	0.2	0.5	1.1	0.8	1.0	0.8	0.5
Percent of students eligible for free or reduced-price school lunch							
Less than 15 percent	0.6	0.8	0.8	1.0	0.8	0.4	—
15–29 percent	0.5	1.0	1.0	0.9	1.0	0.4	0.2
30–49 percent	0.6	0.8	1.0	0.8	1.2	0.6	0.3
50–74 percent	0.5	0.6	1.1	1.0	1.2	1.0	0.3
75 percent or more	0.4	0.6	1.5	1.1	1.3	0.8	0.6

—Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public and Public Charter School Surveys," 1999–2000.

Table SA4.—Standard errors for table A4: Percentage of public schools that reported various levels of police or other law enforcement representatives' presence during a typical week, by selected school characteristics: 1996–97

School characteristics	Police or other law enforcement representatives: Stationed at school: 30 hours or more	Stationed at school: 10–29 hours	Stationed at school: 1–9 hours	Not stationed during a typical week, but available as needed	None stationed at school during 1996–97
All public schools	0.4	0.3	0.4	1.0	1.1
Instructional level					
Elementary school	0.5	0.4	0.6	1.4	1.5
Middle school	1.3	0.8	1.1	1.9	2.4
High school	1.6	0.7	1.0	2.1	2.9
School enrollment					
Less than 300	0.4	—	0.5	2.4	2.8
300–999	0.6	0.4	0.6	1.2	1.3
1,000 or more	2.6	1.4	1.2	2.0	3.2
Locale					
City	1.4	1.2	0.8	2.9	3.1
Urban fringe	1.0	0.2	0.6	1.9	2.2
Town	0.9	0.5	1.1	1.6	1.9
Rural	0.5	—	0.8	2.3	2.5
Region					
Northeast	1.6	—	0.9	2.0	2.5
Southeast	1.1	0.8	0.8	2.1	2.5
Central	0.8	0.8	0.8	1.9	2.1
West	0.9	0.5	0.8	2.1	2.6
Percent minority enrollment					
Less than 5 percent	0.3	0.3	0.8	1.7	1.8
5–19 percent	0.9	0.3	0.8	1.8	2.3
20–49 percent	0.9	0.4	0.8	2.7	3.2
50 percent or more	1.7	1.3	0.9	2.6	3.1
Percent of students eligible for free or reduced-price school lunch					
Less than 20 percent	0.8	0.5	1.0	1.8	2.2
20–34 percent	1.0	0.5	0.7	1.9	2.3
35–49 percent	1.2	—	1.1	2.9	3.3
70–74 percent	1.2	0.9	0.4	2.6	3.2
75 percent or more	2.0	1.3	1.4	3.7	4.4

—Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table SA5.—Standard errors for table A5: Percentage of public schools that reported school violence prevention programs in their schools, by selected school characteristics: 1999–2000

School characteristics	All public schools*		Elementary schools		Secondary schools	
	Percent with program	Of those with program, percent with procedure to assess effectiveness	Percent with program	Of those with program, percent with procedure to assess effectiveness	Percent with program	Of those with program, percent with procedure to assess effectiveness
All public schools	0.7	0.9	0.9	1.1	1.0	1.2
School enrollment						
Less than 300	1.3	1.9	2.0	2.6	2.1	2.8
300–999	0.9	1.1	1.1	1.2	1.3	1.7
1,000 or more	1.6	2.0	4.0	5.5	1.4	1.6
Locale						
Central City	1.5	1.7	1.8	2.1	1.9	1.9
Urban Fringe/large Town	1.0	1.3	1.3	1.7	1.5	2.0
Small town/rural	1.2	1.4	1.7	2.0	1.7	1.9
Region						
Northeast	1.7	2.0	2.1	2.8	2.0	2.4
Midwest	1.2	1.9	1.7	2.4	1.6	2.2
South	1.2	1.4	1.5	1.7	1.6	1.8
West	1.6	1.6	2.1	2.1	2.0	2.8
Percent minority enrollment						
Less than 5 percent	1.3	1.7	1.7	2.4	1.9	2.2
5–19 percent	1.3	2.0	1.7	2.6	1.9	2.4
20–49 percent	1.5	1.8	1.9	2.2	2.0	2.5
50 percent or more	1.3	1.6	1.5	2.0	1.8	2.0
Percent of students eligible for free or reduced-price school lunch						
Less than 15 percent	1.6	1.7	2.1	2.7	1.6	2.2
15–29 percent	1.5	1.8	1.9	2.5	1.9	2.5
30–49 percent	1.6	2.0	2.2	2.6	2.0	2.2
50–74 percent	1.6	1.8	2.0	2.1	2.8	2.9
75 percent or more	1.6	1.9	1.9	2.2	2.7	4.9

*Includes combined elementary/secondary schools not shown separately.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public and Public Charter School Surveys," 1999–2000.

Table SA6.—Standard errors for table A6: Number and percentage of schools in which specified disciplinary actions were taken against students, total number of actions taken, and percentage of specific disciplinary actions taken against students, by type of infraction: 1996–97

Infraction	Total number of schools taking one or more of these specified actions	Percent of schools taking one or more of these specified actions	Total number of these specified actions taken	Number of actions taken		
				Expulsions	Transfers to alternative schools or programs	Out-of-school suspensions lasting 5 or more days
Possession or use of a firearm	480.6	0.6	3,778.2	1,094	1,139	2,495
Possession or use of a weapon other than a firearm	969.1	1.3	3,781.8	1,091	1,304	2,714
Possession, distribution, or use of alcohol or drugs, including tobacco	782.7	1.0	8,734.6	2,767	4,129	6,234
Physical attacks or fights	1,081.4	1.4	15,964.2	5,537	8,125	12,087

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

APPENDIX B. TECHNICAL NOTES

General Information

The information presented in this report was obtained from many data sources, including databases from the National Center for Education Statistics (NCES), the Centers for Disease Control and Prevention (CDC), and the Bureau of Justice Statistics (BJS). While some of the data were collected from universe surveys, most were gathered by sample surveys. Some questions from different surveys may appear the same, but they were actually asked of different populations of students (e.g., high school seniors or students in grades 9 through 12); in different years; about experiences that occurred within different periods of time (e.g., in the past 4 weeks or during the past 12 months); and at different locations (e.g., in school or at home). Readers of this report should take particular care when comparing data from the different data sources. Because of the variation in collection procedures, timing, phrasing of questions, and so forth, the results from the different sources may not be strictly comparable. After introducing the data sources used for this report, the next section discusses the accuracy of estimates and describes the statistical procedures used.

Sources of Data

Table B1 presents some key information for each of the data sets used in the report, including the survey year(s), target population, response rate, and sample size. The remainder of the section briefly describes each data set and provides directions for obtaining more information. The exact wording of the interview questions used to construct the indicators are presented in table B2.

Schools and Staffing Survey (SASS)

This report draws upon data on teacher victimization from the Schools and Staffing Survey (SASS), which provides national- and state-level data on public and national- and affiliation-level on private schools, principals, school districts, and teachers. The 1993–94 and 1999–2000 SASS consists of four sets of linked surveys, including surveys of schools, the principals of each selected school, a subsample of teachers within each school, and public school districts. Data were collected by multistage sampling. Stratified by state, control (public vs. private), type, association membership (for example, in private school associations), and grade level (for private schools), schools were sampled first. This report uses 1993–1994 and 1999–2000 SASS data. Approximately 9,900 public schools and 3,300 private schools were selected to participate in the 1993–1994 SASS and 9,900 public schools and 3,600 private schools were selected to participate in the 1999–2000 SASS. Within each school, teachers were further stratified into one of five teacher types in the following hierarchy: (1) Asian or Pacific Islander;

(2) American Indian, Aleut, or Eskimo; (3) bilingual/ESL; (4) new teachers (those with 1 to 3 years of experience); and (5) experienced teachers (those with more than 3 years of experience). Within each teacher stratum, teachers were selected systematically with equal probability. In 1993–1994, approximately 53,000 public school teachers and 10,400 private school teachers were sampled. In 1999–2000, 56,400 public school teachers and 10,800 private school teachers were sampled.

This report focuses on responses from both teachers and principals. The overall weighted response rates were between 83 and 88 percent for public school teachers and between 77 and 80 percent for private school teachers. For public school principals, the overall weighted response rates were between 90 and 97 percent. Values were imputed for questionnaire items that should have been answered but were not. For additional information about SASS contact:

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National School-Based Youth Risk Behavior Survey (YRBS)

The National School-Based Youth Risk Behavior Survey (YRBS) is one component of the Youth Risk Behavior Surveillance System (YRBSS), an epidemiological surveillance system developed by the Centers for Disease Control and Prevention (CDC) to monitor the prevalence of youth behaviors that most influence health. The YRBS focuses on priority health-risk behaviors established during youth that result in the most significant mortality, morbidity, disability, and social problems during both youth and adulthood. This report uses 1993, 1995, 1997, 1999, and 2001 YRBS data.

The YRBS used a three-stage cluster sampling design to produce a nationally representative sample of students in grades 9 through 12 in the United States. The target population consisted of all public and private school students in grades 9 through 12 in the 50 states and the District of Columbia. The first-stage sampling frame included selecting primary sampling units (PSUs) from strata formed on the basis of urbanization and the relative percentage of black and Hispanic students in the PSU. These PSUs are either large counties or groups of smaller, adjacent counties. At the second stage, schools were selected with probability proportional to school enrollment size. Schools with substantial numbers of black and Hispanic students were sampled at relatively higher rates than all other schools. The final stage of sampling consisted of randomly selecting

within each chosen school at each grade 9 through 12 one or two intact classes of a required subject, such as English or social studies. All students in selected classes were eligible to participate. Approximately 16,300, 10,900, 16,300, 15,300, and 13,600 students were selected to participate in the 1993, 1995, 1997, 1999, and 2001 surveys, respectively.

The overall response rate was 70 percent for the 1993 survey, 60 percent for the 1995 survey, 69 percent for the 1997 survey, 66 percent for the 1999 survey, and 63 percent for the 2001 survey. NCES standards call for response rates of 70 percent or better and bias analyses are called for by NCES when that percentage is not achieved. For the YRBS data, a full nonresponse bias analysis has not been done to date. The weights were developed to adjust for nonresponse and the oversampling of black and Hispanic students in the sample. The final weights were normalized so that only weighted proportions of students (not weighted counts of students) in each grade matched national population projections.

In 1999, in accordance with changes to the Office of Management and Budget's standards for the classification of federal data on race and ethnicity, the YRBS item on race/ethnicity was modified. The version of the race and ethnicity question used in 1993, 1995, and 1997 was:

How do you describe yourself?

1. White - not Hispanic
2. Black - not Hispanic
3. Hispanic or Latino
4. Asian or Pacific Islander
5. American Indian or Alaskan Native
6. Other

The version used in 1999 and 2001 was:

How do you describe yourself? (Select one or more responses.)

A. American Indian or Alaska Native
B. Asian
C. Black or African American
D. Hispanic or Latino
E. Native Hawaiian or Other Pacific Islander
F. White

This new version of the question used in 1999 and 2001 results in the possibility of respondents marking more than one category. While more accurately reflect-

ing respondents' racial and ethnic identity, the new item cannot be directly compared to responses to the old item. Thus, comparisons of responses by race/ethnicity of the 1999 and 2001 YRBS with prior years' YRBS are not advisable. For additional information about the YRBS contact:

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Centers for Disease Control and Prevention, Mailstop K–33
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Fast Response Survey System: Principal/School Disciplinarian Survey on School Violence

The Principal/School Disciplinarian Survey was conducted through the NCES Fast Response Survey System (FRSS) during the spring and summer of 1997. The FRSS is a survey system designed to collect small amounts of issue-oriented data with minimal burden on respondents and within a relatively short time frame. The FRSS Principal/School Disciplinarian Survey focused on incidents of specific crimes/offenses and a variety of specific discipline issues in public schools. The survey was conducted with a nationally representative sample of regular public elementary, middle, and high schools in the 50 states and the District of Columbia. Special education, alternative and vocational schools, schools in the territories, and schools that taught only prekindergarten, kindergarten, or adult education were not included in the sample.

The sample of public schools was selected from the 1993–94 NCES Common Core of Data (CCD) Public School Universe File. The sample was stratified by instructional level, locale, and school size. Within the primary strata, schools were also sorted by geographic region and by percent minority enrollment. The sample sizes were then allocated to the primary strata in rough proportion to the aggregate square root of the size of enrollment of schools in the stratum. A total of 1,415 schools were selected. Among them, 11 schools were found no longer to be in existence, and 1,234 schools completed the survey. In April 1997, questionnaires were mailed to school principals, who were asked to complete the survey or to have it completed by the person most knowledgeable about discipline issues at the school. The raw response rate was 88 percent (1,234 schools divided by the 1,404 eligible schools in the sample). The weighted overall response rate was 89 percent, and item nonresponse rates ranged from 0 percent to 0.9 percent. The weights were developed to adjust for the variable probabilities of selection and differential nonresponse and can be used to produce national estimates for regular public schools in the 1996–97 school year. For more

information about the FRSS: Principal/School Disciplinarian Survey on School Violence, contact:

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National Crime Victimization Survey (NCVS)

The National Crime Victimization Survey (NCVS), administered for the U.S. Bureau of Justice Statistics by the Census Bureau, is the nation's primary source of information on crime victimization and the victims of crime. Initiated in 1972 and redesigned in 1992, the NCVS collects detailed information on the frequency and nature of the crimes of rape, sexual assault, robbery, aggravated and simple assault, theft, household burglary, and motor vehicle theft experienced by Americans and their households each year. The survey measures crimes reported as well as those not reported to police.

The NCVS sample consists of about 53,730 households selected using a stratified, multistage cluster design. In the first stage, the primary sampling units (PSUs), consisting of counties or groups of counties, were selected. In the second stage, smaller areas, called Enumeration Districts (EDs), were selected from each sampled PSU. Finally, from selected EDs, clusters of four households, called segments, were selected for interview. At each stage, the selection was done proportionate to population size in order to create a self-weighting sample. The final sample was augmented to account for housing units constructed after the decennial Census. Within each sampled household, Census Bureau personnel interviewed all household members ages 12 and older to determine whether they had been victimized by the measured crimes during the 6 months preceding the interview. About 79,360 persons ages 12 and older are interviewed each 6 months. Households remain in the sample for 3 years and are interviewed 7 times at 6-month intervals. The initial interview at each sample unit is used only to bound future interviews to establish a time frame to avoid duplication of crimes uncovered in these subsequent interviews. After their seventh interview, households are replaced by new sample households. The NCVS has consistently obtained a response rate of about 93 percent at the household level. During the study period, the completion rates for persons within households were about 90 percent. Thus, final response rates were about 83 percent. Weights were developed to permit estimates for the total U.S. population 12 years and older. For more information about the NCVS, contact:

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School Crime Supplement (SCS)

Created as a supplement to the NCVS and co-designed by the National Center for Education Statistics and Bureau of Justice Statistics, the School Crime Supplement (SCS) survey was conducted in 1989, 1995, 1999, and 2001 to collect additional information about school-related victimizations on a national level. This report includes data from the 1995, 1999, and 2001 collections. The 1989 data are not included in this report as a result of methodological changes to the NCVS and SCS. The survey was designed to assist policymakers as well as academic researchers and practitioners at the federal, state, and local levels so that they can make informed decisions concerning crime in schools. The SCS asks students a number of key questions about their experiences with and perceptions of crime and violence that occurred inside their school, on school grounds, on a school bus, or on the way to or from school. Additional questions not included in the NCVS were also added to the SCS, such as those concerning preventive measures used by the school, students' participation in after-school activities, students' perceptions of school rules, the presence of weapons and street gangs in school, the presence of hate-related words and graffiti in school, student reports of bullying and reports of rejection at school, and the availability of drugs and alcohol in school, as well as attitudinal questions relating to fear of victimization and avoidance behavior at school.

In all SCS survey years, the SCS was conducted for a 6-month period from January through June in all households selected for the NCVS (see discussion above for information about the sampling design). It should be noted that the initial NCVS interview is included in the SCS data analysis. Within these households, the eligible respondents for the SCS were those household members who had attended school at any time during the 6 months preceding the interview, and were enrolled in grades 6 through 12 in a school that would help them advance toward eventually receiving a high school diploma. The age range of students covered in this report is 12 through 18 years of age. Eligible respondents were asked the supplemental questions in the SCS only after completing their entire NCVS interview.

In 2001, the SCS survey instrument was modified from previous collections in three ways. First, in 1995 and 1999, "at school" was defined for respondents as

in the school building, on the school grounds, or on a school bus. In 2001, the definition for "at school" was changed to mean in the school building, on school property, on a school bus, or going to and from school. This change was made to the 2001 questionnaire in order to be consistent with the definition of "at school" as it is constructed in the National Crime Victimization survey. Unlike prior Indicators reports, the prevalence of victimization for 1995, 1999, and 2001 was calculated by using NCVS incident variables appended to the 1995, 1999, and 2001 SCS data files. The NCVS type of crime variable was used to classify victimizations of students in the SCS as serious violent, violent, or theft. The NCVS variables asking where the incident happened and what the victim was doing when it happened were used to ascertain whether the incident happened at school. For prevalence of victimization, the NCVS definition of "at school" includes in the school building, on school property, or on the way to or from school.

Second, the SCS questions pertaining to fear and avoidance have changed between the 1995 and 1999 SCS and the 2001 SCS. In 1995 and 1999, students were asked if they avoided places or were fearful because they thought someone would "attack or *harm*" them. In 2001, students were asked if they avoided places or were fearful because they thought someone would "attack or *threaten to attack them*." These changes should be considered when making comparisons between the 1995 and 1999 data and the 2001 data. Readers should also note that separate estimates were provided in the *Indicators of School Crime and Safety 2001* report for the prevalence of fear at school and on the way to and from school. This year's report provides one estimate that combines at school with on the way to and from school and compares it to those students who report fear away from school.

Third, the SCS question pertaining to gangs has changed in the 2001 SCS. The introduction and definition of gangs as well as the placement of the item in the questionnaire changed in the 2001 SCS. Because of these changes, the reader should be cautioned not to compare results presented in this report with those estimates of gangs presented in previous reports.

Total victimization is a combination of violent victimization and theft. If the student reported an incident of either violent or theft victimization or both, he or she is counted as having experienced "total" victimization. Serious violent crimes include rape, sexual assault, robbery, and aggravated assault. Violent crimes include serious violent crimes and simple assault.

A total of 9,728 students participated in the 1995 SCS, 8,398 in 1999, and 8,374 in 2001. In the 2001 SCS, the household completion rate was 93 percent. In the 1995 and 1999 SCS, the household completion rates were 95 percent and 94 percent, respectively; and the student completion rates were both 78 percent.

For the 2001 SCS, the student completion rate was 77 percent. Thus, the overall SCS response rate (calculated by multiplying the household completion rate by the student completion rate) was 74 percent in 1995, 73 percent in 1999 and 72 percent in 2001. Response rates for most survey items were high—typically over 95 percent of all eligible respondents. The weights were developed to compensate for differential probabilities of selection and nonresponse. The weighted data permit inferences about the eligible student population who were enrolled in schools in 1995, 1999, and 2001. For more information about SCS, contact:

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School Associated Violent Death Study (SAVD)

The School Associated Violent Death Study (SAVD) is an epidemiological study developed by the Centers for Disease Control and Prevention in conjunction with the U.S. Department of Education and the U.S. Department of Justice. SAVD seeks to describe the epidemiology of school-associated violent deaths, identify common features of these deaths, estimate the rate of school-associated violent death in the United States, and identify potential risk factors for these deaths. The study includes descriptive data on all school-associated violent deaths in the United States, including all homicides, suicides, and unintentional firearm-related deaths where the fatal injury occurred on the campus of a functioning elementary or secondary school, while the victim was on the way to or from regular sessions at such a school, or while attending or on the way to or from an official school-sponsored event. Victims of such events include nonstudents as well as students and staff members. SAVD includes descriptive information about the school, event, victim(s), and offender(s). The first SAVD study collected data for July 1, 1992–June 30, 1994 and the follow-up study includes July 1, 1994–June 30, 1999.

SAVD uses a four-step process to identify and collect data on school-associated violent deaths. Cases were initially identified through a search of the Lexis/Nexis and Dialog newspaper and media databases. Then police officials are contacted to confirm the details of the case to determine if the event meets the case definition. Once a case is confirmed, a police official and a school official are interviewed regarding details about the school, event, victim(s), and offender(s). If police officials are unwilling or unable to complete the interview, a copy of the full police report is obtained. The information obtained on schools includes school demographics, attendance/absentee rates, suspension/expulsions and mobility,

school history of weapon carrying, security measures, violence prevention activities, school response to the event, and school policies about weapon carrying. Event information includes the location of injury, the context of injury (while classes held, during break, etc.), motives for injury, method of injury, and school and community events happening around the time period. Information obtained on victim(s) and offender(s) includes demographics, circumstances of the event (date/time, alcohol or drug use, number of persons involved), types and origins of weapons, criminal history, psychological risk factors, school-related problems, extracurricular activities, and family history, including structure and stressors.

One hundred and five school-associated violent deaths were identified from July 1, 1992–June 30, 1994 (See Kachur et al. June 12, 1996. JAMA. 275:22: 1729–1733). The most recent study identified 253 school-associated violent deaths between July 1, 1994–June 30, 1999 (See Anderson et al. December 5, 2001. JAMA. 286:21: 2695–2702). The first study achieved a response rate of 85 percent for police officials and 81 percent for school officials. The current study has achieved a response rate of 97 percent for police officials and 78 percent for school officials. For additional information about SAVD, contact:

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Supplementary Homicide Reports (SHR)

The Supplementary Homicide Reports (SHR), which is a part of the Uniform Crime Reporting (UCR) program, provide incident-level information on criminal homicides including location, circumstances, and method of offense, as well as demographic characteristics of victims and perpetrators and the relationship between the two. The data are provided monthly to the Federal Bureau of Investigation (FBI) by local law enforcement agencies participating in the FBI's UCR program. The data include murders and non-negligent manslaughters in the United States from January 1976 through December 1999. That is, negligent manslaughters and justifiable homicides have been eliminated from the data. For the years 1976 through 1999, contributing agencies provided homicide reports for 452,965 of the estimated 497,030 murder victims, and for 500,946 of the estimated 549,874 offenders.

Although national coverage is quite high (about 92% of homicides are included in the SHR), missing reports can be corrected using weights to match national

and state estimates prepared by the FBI's UCR. A weight on the SHR data file reconciles the counts of SHR homicide victims with those in the UCR. The weight is the same for all cases for a given year. The weight represents the ratio of the number of homicides reported in the UCR to the number reported in the SHR. For additional information about SHR, contact:

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Web-based Injury Statistics Query and Reporting System Fatal (WISQARS™ Fatal)

WISQARS Fatal provides mortality data related to injury. The mortality data reported in WISQARS Fatal come from death certificate data reported to the National Center for Health Statistics (NCHS), Centers for Disease Control and Prevention. Data includes causes of death reported by attending physicians, medical examiners, and coroners. It also includes demographic information about decedents reported by funeral directors, who obtain that information from family members and other informants. NCHS collects, compiles, verifies and prepares these data for release to the public. The data provides information about what types of injuries are leading causes of deaths, how common they are, and who they affect. This data is intended for a broad audience—the public, the media, public health practitioners and researchers, and public health officials—to increase their knowledge of injury.

WISQARS Fatal mortality reports provide tables of the total numbers of injury-related deaths and the death rates per 100,000 population. The reports list deaths according to cause (mechanism) and intent (manner) of injury by state, race, Hispanic origin, sex, and age groupings. For more information on WISQARS Fatal, contact:

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Accuracy of Estimates

The accuracy of any statistic is determined by the joint effects of "nonsampling" and "sampling" errors. Both types of error affect the estimates presented in this report. Several sources can contribute to nonsampling errors. For example, members of the population of interest are inadvertently excluded from the sampling frame; sampled members refuse to answer some of the survey questions (item nonresponse) or all of the survey questions (questionnaire nonresponse); mistakes are made during data editing, coding, or entry; the responses that respondents provide differ from the "true" responses; or measurement instruments such as tests or questionnaires fail to measure the characteristics they are intended to measure. Although nonsampling errors due to questionnaire and item nonresponse can be reduced somewhat by the adjustment of sample weights and imputation procedures, correcting nonsampling errors or gauging the effects of these errors is usually difficult.

Sampling errors occur because observations are made on samples rather than on entire populations. Surveys of population universes are not subject to sampling errors. Estimates based on a sample will differ somewhat from those that would have been obtained by a complete census of the relevant population using the same survey instruments, instructions, and procedures. The standard error of a statistic is a measure of the variation due to sampling; it indicates the precision of the statistic obtained in a particular sample. In addition, the standard errors for two sample statistics can be used to estimate the precision of the difference between the two statistics and to help determine whether the difference based on the sample is large enough so that it represents the population difference.

Most of the data used in this report were obtained from complex sampling designs rather than a simple random design. These features of complex sampling require different techniques to calculate standard errors than are used for data collected with a simple random sample. Therefore, calculation of standard errors requires procedures that are markedly different from the ones used when the data are from a simple random sample. The Taylor series approximation technique or the balanced repeated replication (BRR) method was used to estimate most of the statistics and their standard errors in this report. Table B3 lists the various methods used to compute standard errors for different data sets.

Standard error calculation for data from the National Crime Victimization Survey and the School Crime Supplement were based on the Taylor series approximation method using PSU and strata variables available from the data set was employed. For statistics based on all years of NCVS data standard errors were derived from a formula developed by the Census Bureau, which consists of three generalized variance function (gvf) constant parameters that represent the curve fitted to the individual standard errors calculated using the Jackknife Repeated Replication technique. The formulas used to compute the adjusted stan-

dard errors associated with percentages or population counts can be found in table B3.

Statistical Procedures

The comparisons in the text have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variations. Unless otherwise noted, all statements cited in the report are statistically significant at the .05 level. Several test procedures were used, depending upon the type of data being analyzed and the nature of the statement being tested. The primary test procedure used in this report was the Student's *t* statistic, which tests the difference between two sample estimates, for example, between males and females. The formula used to compute the *t* statistic is as follows:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \qquad (1)$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. Note that this formula is valid only for independent estimates. When the estimates are not independent (for example, when comparing a total percentage with that for a subgroup included in the total), a covariance term (i.e., $2*se_1*se_2$) must be added to the denominator of the formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2 + 2*se_1*se_2}} \qquad (2)$$

Once the *t* value was computed, it was compared with the published tables of values at certain critical levels, called *alpha levels*. For this report, an alpha value of 0.05 was used, which has a *t* value of 1.96. If the *t* value was larger than 1.96, then the difference between the two estimates was statistically significant at the 95 percent level.

When multiple comparisons among more than two groups were made, for example, among racial/ethnic groups, a Bonferroni adjustment to the significance level was used to ensure that the significance level for the tests as a group was at the .05 level. Generally, when multiple statistical comparisons are made, it becomes increasingly likely that an indication of a population difference is erroneous. Even when there is no difference in the population, at an alpha of .05, there is still a 5 percent chance of concluding that an observed *t* value representing one comparison in the sample is large enough to be statistically significant. As the number of comparisons increase, the risk of making such an erroneous inference also increases. The Bonferroni procedure corrects the significance (or alpha) level for the total number of comparisons made within a

particular classification variable. For each classification variable, there are (K*(K–1)/2) possible comparisons (or nonredundant pairwise combinations), where K is the number of categories. The Bonferroni procedure divides the alpha level for a single *t* test by the number of possible pairwise comparisons in order to produce a new alpha level that is corrected for the fact that multiple contrasts are being made. As a result, the *t* value for a certain alpha level (e.g., .05) increases, which makes it more difficult to claim that the difference observed is statistically significant.

Finally, a linear trend test was used when a statement describing a linear trend, rather than the differences between two discrete categories, was made. This test allows one to examine whether, for example, the percentage of students using drugs increased (or decreased) over time or whether the percentage of students who reported being physically attacked in school increased (or decreased) with their age. Based on a regression with, for example, student's age as the independent variable and whether a student was physically attacked as the dependent variable, the test involves computing the regression coefficient (b) and its corresponding standard error (se). The ratio of these two (b/se) is the test statistic t. If t is greater than 1.96, the critical value for one comparison at the .05 alpha level, the hypothesis that there is a linear relationship between student's age and being physically attacked is not rejected.

While many descriptive comparisons in this report were tested using t statistic or the F-statistic, some comparisons among categories of an ordered variable with three or more levels involved a test for a linear trend across all categories, rather than a series of tests between pairs of categories. In this report, when differences among percentages were examined relative to a variable with ordered categories, Analysis of Variance (ANOVA) was used to test for a linear relationship between the two variables. To do this, ANOVA models included orthogonal linear contrasts corresponding to successive levels of the independent variable. The squares of the Taylorized standard errors (that is, standard errors that were calculated by the Taylor series method), the variance between the means, and the unweighted sample sizes were used to partition total sum of squares into within- and between-group sums of squares. These were used to create mean squares for the within- and between-group variance components and their corresponding F statistics, which were then compared with published values of F for a significance level of .05. Significant values of both the overall F and the F associated with the linear contrast term were required as evidence of a linear relationship between the two variables.

Table B1.—Descriptions of data sources and samples used in the report

Data source	Target population	Year of survey	Response rate (%)	Sample size
Schools and Staffing Survey (Teacher Survey) (NCES)	A nationally representative sample of public and private school teachers from grades K through 12.	1993–1994	88 (public)[1] 80 (private)[1]	53,000 10,400
		1999–2000	83 (public)[1] 77 (private)[1]	56,400 10,800
Schools and Staffing Survey (Principal Survey) (NCES)	A nationally representative sample of public school principals.	1993–1994 1999–2000	97 [1] 90 [1]	9,400 9,900
Youth Risk Behavior Survey (CDC)	A nationally representative sample of students enrolled in grades 9 through 12 in public and private schools at the time of the survey.	1993 1995 1997 1999 2001	70[2] 60[2,3] 69[2,3] 66[2,3] 63[2,3]	16,300 10,900 16,300 15,300 13,600
FRSS Principal/School Disciplinarian Survey (NCES)	A nationally representative sample of regular public elementary, middle, and secondary schools.	1996–1997	89[1]	1,200
National Crime Victimization Survey (BJS)	A nationally representative sample of individuals 12 years of age and older living in households and group quarters.	1992–2000 (Annual)	About 83[2]	About 79,360
School Crime Supplement (BJS/NCES)	A nationally representative sample of students ages 12 through 18 enrolled in public and private schools during the 6 months prior to the interview.	1995 1999 2001	74[2] 73[2] 72[2]	9,700 8,400 8,400
School Associated Violent Death Study (SAVD)	Population of school-associated violent deaths in the United States between July 1, 1992 and June 30, 1999. Data collected from two sources: a school official and a police official.	1992–1999	79 (schools) 96 (police)	N/A
Supplementary Homicide Reports (FBI)	Population of criminal homicides in the United States from January 1976 through December 1999.	1976–1999	About 92	N/A
Web-based Injury Statistics Query and Reporting System™ Fatal (CDC)	Death certificate data reported to the National Center for Health Statistics	1981–1999	99	N/A

[1]Weighted response rate.
[2]Unweighted response rate.
[3]The response rate for this survey was less than 70 percent and a full nonresponse bias analysis has not been done to date.

Table B2.—Wording of survey questions used to construct indicators

Survey	Questions	Response categories
Nonfatal Student Victimization		
National Crime Victimization Survey[1] (Screen Questionnaire)	• I'm going to read some examples that will give you an idea of the kinds of crimes this study covers. As I go through them, tell me if any of these happened to you in the last 6 months. That is since _____, 19__. Was something belonging to you stolen, such as Things that you carry, like luggage, a wallet, purse, briefcase, book Clothing, jewelry, or calculator Bicycle or sports equipment Or did anyone attempt to steal anything belonging to you?	Yes/No; if yes, What happened? If yes, how many times?
	• (Other than any incidents already mentioned,) Since _____, 19__ were you attacked or threatened or did you have something stolen from you At work or school Or did anyone attempt to attack or attempt to steal anything belonging to you from any of these places?	Yes/No; if yes, what happened? If yes, how many times?
	• (Other than any incidents already mentioned,) has anyone attacked or threatened you in any of these ways (exclude telephone threats): With any weapon, for instance; a gun or knife With anything like a baseball bat, frying pan, scissors, or stick By something thrown, such as a rock or bottle Include any grabbing, punching, or choking Any rape, attempted rape or other type of sexual attack Any face to face threats Or any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.	Yes/No; if yes, what happened? If yes, how many times?
	• People often don't think of incidents committed by someone they know. (Other than any incidents already mentioned,) did you have something stolen from you or were you attacked or threatened by (exclude telephone threats): Someone at work or school?	Yes/No; if yes, what happened? If yes, how many times?
	• Incidents involving forced or unwanted sexual acts are often difficult to talk about. (Other than any incidents already mentioned,) Have you been forced or coerced to engage in unwanted sexual activity by: Someone you didn't know before A casual acquaintance Or someone you know well?	Yes/No; if yes, what happened? If yes, how many times?

Table B2.—Wording of survey questions used to construct indicators—Continued

Survey	Questions	Response categories
National Crime Victimization Survey[1] (Incident Report)	• Where did this incident happen?	In own home or lodging/Near own home/At, in or near a friend's/relative's/neighbor's home/Commercial places/ Parking lots/garages/School/ Open areas, on street or public transportation/Other
	• What were you doing when this incident (happened/started)?	Working or on duty/ On the way to or from work/On the way to or from school/On the way to of from other place/ Shopping, errands/ Attending school/Leisure activity away from home/ Sleeping/Other activities at home/Other
Youth Risk Behavior Survey	• During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	0 times/1 time/2–3 times/4–5 times/6–7 times/8–9 times/ 10–11 times/12 or more times
	• During the last 12 months, how many times were you in a physical fight?	0 times/1 time/2–3 times/4–5 times/6–7 times/8–9 times/10–11 times/12 or more times
	• During the last 12 months, how many times were you in a physical fight on school property?	0 times/1 time/2–3 times/4–5 times/6–7 times/8–9 times/ 10–11 times/12 or more times

Table B2.—Wording of survey questions used to construct indicators—Continued

Survey	Questions	Response categories
School Crime Supplement[1]	• During the last 6 months, have you been bullied at school? That is, has anyone picked on you a lot or tried to make you do things you didn't want to do like give them money? You may include incidents you reported before.	Yes/No
	• During the last 6 months, have you often felt rejected by other students at school? For example, have you felt rejected because other students have made fun of you, called you names, or excluded you from activities?	Yes/No
	• During the last 6 months, how often have you been made fun of, called names, or excluded from activities?	Once or twice in the last 6 months/Once or twice a month/Once or twice a week/Almost every day
Violence and Crime at School		
FRSS Principal/School Disciplinarian Survey	• During the 1996–97 school year, how many incidents involving each type of the following crimes or offenses have occurred at your school? Only include incidents in which police or other law enforcement representatives were contacted. Murder Rape or other type of sexual battery Suicide Physical attack or fight with a weapon Physical attack or fight without a weapon Robbery Theft/larceny Vandalism	Actual number of incidents in which police or other law enforcement representatives were contacted

Table B2.—Wording of survey questions used to construct indicators—Continued

Survey	Questions	Response categories
Nonfatal Teacher Victimization		
National Crime Victimization Survey[1] (Screen Questionnaire)	• I'm going to read some examples that will give you an idea of the kinds of crimes this study covers. As I go through them, tell me if any of these happened to you in the last 6 months. That is since _____, 19__. Was something belonging to you stolen, such as Things that you carry, like luggage, a wallet, purse, briefcase, book Clothing, jewelry, or calculator Bicycle or sports equipment Or did anyone attempt to steal anything belonging to you?	Yes/No; if yes, What happened? If yes, how many times?
	• (Other than any incidents already mentioned,) Since _____, 19__ were you attacked or threatened or did you have something stolen from you At work or school Or did anyone attempt to attack or attempt to steal anything belonging to you from any of these places?	Yes/No; if yes, What happened? If yes, how many times?
	• (Other than any incidents already mentioned,) has anyone attacked or threatened you in any of these ways (exclude telephone threats): With any weapon, for instance, a gun or knife With anything like a baseball bat, frying pan, scissors, or stick By something thrown, such as a rock or bottle Include any grabbing, punching, or choking Any rape, attempted rape or other type of sexual attack Any face to face threats Or any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.	Yes/No; if yes, What happened? If yes, how many times?
	• People often don't think of incidents committed by someone they know. (Other than any incidents already mentioned,) did you have something stolen from you or were you attacked or threatened by (exclude telephone threats): Someone at work or school?	Yes/No; if yes, What happened? If yes, how many times?
	◦ Incidents involving forced or unwanted sexual acts are often difficult to talk about. (Other than any incidents already mentioned,) Have you been forced or coerced to engage in unwanted sexual activity by: Someone you didn't know before A casual acquaintance Or someone you know well?	Yes/No; if yes, What happened? If yes, how many times?

Table B2.—Wording of survey questions used to construct indicators—Continued

Survey	Questions	Response categories
National Crime Victimization Survey[1] (Incident Report)	Where did this incident happen?	Inside a school building/ On school property
	• What were you doing when this incident (happened/started)?[2]	Working or on duty
	• Did this incident happen at your worksite?	Yes/No
	• Which of the following best describes your job at the time of the incident?	If Teaching Profession, were you employed in a(n) Elementary/Junior high or Middle school/High school
Schools and Staffing Survey	• Has a student (from this school) threatened to injure you in the past 12 months?	Yes/No
	• Has a student (from this school) physically attacked you in the past 12 months?	Yes/No
School Environment		
Youth Risk Behavior Survey	• During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club?	0 days/1 day/2–3 days/4–5 days/6 or more
	• During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	0 days/1 day/2–3 days/4–5 days/6 or more
	• During the past 30 days, on how many days did you have at least one drink of alcohol?	0 days/ 1–2 days/3–5 days/6–9 days/10 to 19 days/20–29 days/all 30 days
	• During the past 30 days, on how many days did you have at least one drink of alcohol on school property?	0 days/1–2 days/3–5 days/6–9 days/10 to 19 days/20–29 days/all 30 days
	• During the past 30 days, how many times did you use marijuana?	0 times/1–2 times/3–9 times/10–19 times/20–39 times/40 or more times
	• During the past 30 days, how many times did you use marijuana on school property?	0 times/1–2 times/3–9 times/10–19 times/20–39 times/40 or more times

Table B2.—Wording of survey questions used to construct indicators—Continued

Survey	Questions	Response categories
Youth Risk Behavior Survey (continued)	• During the past 12 months, has anyone offered, sold or given you an illegal drug on school property?	Yes/No
School Crime Supplement[1]	• Are there any street gangs at your school?	Yes/No/Don't Know
	• During the last 6 months has anyone called you a derogatory or bad name at school having to do with your race, religion, ethnic background or national origin, disability, gender, or sexual orientation? We call these hate-related words.	Yes/No
	• Were any of the hate-related words related to.... Your race? Your religion? Your ethnic background or national origin (for example people of Hispanic origin)? Any disability (by this I mean physical, mental, or developmental disabilities) you may have? Your gender? Your sexual orientation?	Yes/No
	• During the last 6 months, have you seen any hate-related words or symbols written in school classrooms, school bathrooms, school hallways, or on the outside of your school building?	Yes/No
	• During the last 6 months, that is, since _____1st, did you stay away from any of the following places because you thought someone might attack or threaten to attack you there? The entrance into the school Any hallways or stairs in school Parts of the school cafeteria Any school rest rooms Other places inside the school building	Yes/No
	• How often are you afraid that someone will attack or threaten to attack you at school?	Never/Almost never/Sometimes/Most of time
	• How often are you afraid that someone will attack or threaten to attack you on the way to and from school?	Never/Almost never/Sometimes/Most of time
	• Besides the times you are at school, or going to and from school, how often are you afraid that someone will attack or threaten to attack you?	Never/Almost never/Sometimes/Most of time

Table B2.—Wording of survey questions used to construct indicators—Continued

Survey	Questions	Response categories
Schools and Staffing Survey	• To what extent is each of the following matters a problem in this school? Student tardiness Student absenteeism Students cutting class Physical conflicts among students Robbery or theft Vandalism of school property Student use of alcohol Student drug abuse Student possession of weapons Student disrespect for teachers	Serious/Moderate/Minor/Not a problem

[1]Readers should note that this table reflects the most recent version of the NCVS (1999) and SCS (2001) instruments. Survey items shown here may have changed from past NCVS and SCS collections.

[2]Estimates of teacher victimizations include crimes occurring to teachers at school (location), or at the worksite (location), or while working (activity). For thefts, activity was not considered, since thefts of teachers' property kept at school can occur when teachers are not present.

Table B3.—Methods used to calculate standard errors of statistics for different surveys

Survey	Year	Method of calculation
National Crime Victimization Survey	1992 to 2000	Standard errors of crime level data and aggregated crime rates per 1,000 persons were calculated using three generalized variance function (gvf) constant parameters (denoted as a, b, and c) and formulas published in the Methodology Section of *Criminal Victimization in the United States—Statistical Tables* (NCJ184938) on the Bureau of Justice Statistics Web Site: http://www.ojp.usdoj.gov/bjs/abstract/cvusst.htm. The formula used to calculate standard errors (q) of crime level data (x) is: $\sqrt{ax^2 + bx + cx^{3/2}}$ where x is the estimated number of crimes of interest, and a, b, and c are gvf constant parameters. The formula used to calculate standard errors of aggregated crime rates per 1,000 persons (r) is: $\sqrt{br(1000 - r)/y + cr(\sqrt{1000r} - r)/\sqrt{(y)}}$ where r is the aggregate crime rate (i.e., 1000* total crimes / total population), y is the aggregated base population, and b and c are gvf constant parameters. The three gvf constant parameters associated with the specific years are:

Year	a	b	c
1992	-0.00013407	4,872	3.858
1993	-0.00007899	2,870	2.273
1994	-0.00006269	2,278	1.804
1995	-0.00006269	2,278	1.804
1996	-0.00006863	2,494	1.975
1997	0.00016972	2,945	2.010
1998	0.00001297	2,656	3.390
1999	-0.00026646	2,579	2.826
2000	-0.0001186	2,829	2.868
Aggregated data from 1996 to 2000	-0.00001799	4,483	1.940

Readers should note that the annual parameters published in this year's report differ slightly from those provided in previous reports.

School Crime Supplement	1995, 1999, and 2001	Standard errors of percentage and population counts were calculated using the Taylor series approximation method using PSU and strata variables from the 1995 1999, and 2001 data sets. Another way in which the standard errors can be calculated for these years is by using the generalized variance function (gvf) constant parameters (denoted as a, b and c).

Table B3.—Methods used to calculate standard errors of statistics for different surveys—Continued

Survey	Year	Method of calculation
		The formula used to calculate standard errors for percentages (p) is: $\sqrt{bp(1-p)/y + cp(\sqrt{p}-p)/\sqrt{y}}$ where p is the percentage or interest expressed as a proportion, y is the size of the population to which the percent applies, and b and c are gvf constant parameters. After the standard error is estimated, it is multiplied by 100 to make it applicable to the percentage. The formula used to calculate standard errors of population counts (x) is: $\sqrt{ax^2 + bx + cx^{3/2}}$ where x is the estimated number of students who experienced a given event, and a, b, and c are gvf constant parameters for calculating person crime domain estimates. The three gvf constant parameters associated with the specific years are: Year a b c 1995 -0.00006269 2,278 1.804 1999 -0.00026646 2,579 2.826 2001 0.00011330 2,803 2.905
Schools and Staffing Survey	1993–1994 and 1999–2000	Balanced repeated replication method using replicate weights available from the data set.
FRSS Principal/School Disciplinarian Survey	1997	Jackknife replication method using replicate weights available from the data set.
Youth Risk Behavior Survey	1993, 1995, 1997, 1999, and 2001	Taylor series approximation method using PSU and strata variables available from the data set.

Appendix C. Glossary of Terms

General Terms

Cluster sampling — Cluster sampling is a technique in which the sampling of respondents or subjects occurs within clusters or groups. For example, selecting students by sampling schools and the students that attend that school.

Crime — Any violation of a statute or regulation or any act that the government has determined is injurious to the public, including felonies and misdemeanors. Such violation may or may not involve violence, and it may affect individuals or property.

Incident — A specific criminal act or offense involving one or more victims and one or more offenders.

Multi-stage sampling — A survey sampling technique in which there is more than one wave of sampling. That is, one sample of units is drawn, and then another sample is drawn within that sample. For example, at the first stage, a number of Census blocks may be sampled out of all the Census blocks in the United States. At the second stage, households are sampled within the previously sampled Census blocks.

Prevalence — The percentage of the population directly affected by crime in a given period. This rate is based upon specific information elicited directly from the respondent regarding crimes committed against his or her person, against his or her property, or against an individual bearing a unique relationship to him or her. It is not based upon perceptions and beliefs about, or reactions to, criminal acts.

School — An education institution consisting of one or more of grades K through 12.

School crime — Any criminal activity that is committed on school property.

School year — The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 through June 30.

Stratification — Stratification is a survey sampling technique in which the target population is divided into mutually exclusive groups or strata based on some variable or variables (e.g., metropolitan area) and sampling of units occurs separately within each stratum.

Unequal probabilities — A survey sampling technique in which sampled units do not have the same probability of selection into the sample. For example, the investigator may oversample minority students in order to increase the sample sizes of minority students. Minority students would then be more likely than other students to be sampled.

Specific Terms Used in Various Surveys

National Crime Victimization Survey

At school (students) — Inside the school building, on school property (school parking area, play area, school bus, etc.), or on the way to or from school.

At school (teachers) — Inside the school building, on school property (school parking area, play area, school bus, etc.), at worksite, or while working. For thefts, "while working" was not considered, since thefts of teachers' property kept at school can occur when teachers are not present.

Aggravated assault — Attack or attempted attack with a weapon, regardless of whether or not an injury occurs, and attack without a weapon when serious injury results.

Rape — Forced sexual intercourse including both psychological coercion, as well as physical force. Forced sexual intercourse means vaginal, anal, or oral penetration by the offender(s). This category also includes incidents where the penetration is from a foreign object such as a bottle.

Robbery — Completed or attempted theft, directly from a person, of property or cash by force or threat of force, with or without a weapon, and with or without injury.

Rural — A place not located inside the Metropolitan Statistical Area (MSA). This category includes a variety of localities, ranging from sparsely populated rural areas to cities with populations of less than 50,000.

Serious violent crime — Rape, sexual assault, robbery, or aggravated assault.

Sexual assault — A wide range of victimizations, separate from rape or attempted rape. These crimes include attacks or attempted attacks generally involving unwanted sexual contact between the victim and offender. Sexual assault may or may not involve force and includes such things as grabbing or fondling. Sexual assault also includes verbal threats.

Simple assault — Attack without a weapon resulting either in no injury, minor injury, or in undetermined injury requiring less than 2 days of hospitalization. Also includes attempted assault without a weapon.

Suburban — A county or counties containing a central city, plus any contiguous counties that are linked socially and economically to the central city. On the data tables, suburban areas are categorized as those portions of metropolitan areas situated "outside central cities."

Theft — Completed or attempted theft of property or cash without personal contact.

Victimization — A crime as it affects one individual person or household. For personal crimes, the number of victimizations is equal to the number of victims involved. The number of victimizations may be greater than the number of incidents because more than one person may be victimized during an incident.

Victimization rate — A measure of the occurrence of victimizations among a specific population group.

Violent crime — Rape, sexual assault, robbery, or assault.

Urban — The largest city (or grouping of cities) in an MSA.

School Crime Supplement

Any victimization — Combination of violent and property victimization. If a student reported an incident of either, he or she is counted as having experienced any victimization. If the student reported having experienced both, he or she is counted once under "any victimization."

At school — In the school building, on school property, on a school bus, or going to or from school.

Property victimization — Theft of property from a student's desk, locker, or other locations at school.

Violent victimization — Physical attacks or taking property from the student directly by force, weapons, or threats.

Youth Risk Behavior Survey

On school property — On school property is included in the question wording, but was not defined for respondents.

Weapon — Examples of weapons appearing in the questionnaire include guns, knives, and clubs.

Illegal drugs — Examples of illegal drugs were marijuana, cocaine, inhalants, steroids, or prescription drugs without a doctor's permission, heroin, and methamphetamines.

FRSS Principal/School Disciplinarian Survey

At school — In school buildings, on school buses, on school grounds, or at places that hold school-sponsored events or activities, but are not officially on school grounds.

Central region — Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

City — A central city of a Metropolitan Statistical Area (MSA).

Elementary school — A school that has a low grade of 3 or less and a high grade of 1 through 8.

Free/reduced-price lunch — The percent of students enrolled in the school who are eligible for the federally funded free or reduced-price lunch program.

High school/combined — A school that has a low grade of 9 through 12 and a high grade of 10 through 12. Schools that do not precisely meet these qualifications, and are not elementary and middle schools, are classified as "combined" and are included in the analyses with high schools.

Less serious or nonviolent crime — Physical attack or fight without a weapon, theft or larceny, or vandalism.

Minority enrollment — The percentage of students enrolled in the school whose race or ethnicity is classified as one of the following: American Indian or Alaskan Native, Asian or Pacific Islander, black, or Hispanic, based on data in the 1993–94 Common Core of Data (CCD) file.

Middle school — A school that has a low grade of 4 through 9 and a high grade of 4 through 9.

Northeast region — Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

Robbery	The taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear.
Physical attack or fight	An actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual. This category should be used only when the attack is serious enough to warrant calling the police or other law enforcement representative.
Rural	A place with a population less than 2,500 and defined as rural by the U.S. Bureau of the Census.
School enrollment	Total number of students enrolled as defined by the 1993–94 CCD.
Serious violent crime	Murder, suicide, rape or sexual battery, physical attack or fight with a weapon, or robbery.
Sexual battery	An incident that includes rape, fondling, indecent liberties, child molestation, or sodomy.
Southeast region	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.
Theft or larceny	The unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm.
Town	A place not within an MSA, but with a population greater than or equal to 2,500 and defined as urban by the U.S. Bureau of the Census.
Urban fringe	A place within an MSA of a central city, but not primarily its central city.
Vandalism	The damage or destruction of school property.
West region	Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

Schools and Staffing Survey

Central city	A large central city (a central city of a Metropolitan Statistical Area [MSA] with population greater than or equal to 400,000, or a population density greater than or equal to 6,000 per square mile) or a mid-size central city (a central city of an MSA, but not designated as a large central city).

Elementary school teachers

An elementary school teacher is one who, when asked for the grades taught, checked: (1) only "ungraded" and was designated as an elementary teacher on the list of teachers provided by the school; (2) 6th grade or lower, or "ungraded," and no grade higher than 6th; (3) 6th grade or lower and 7th grade or higher, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; (4) 7th and 8th grades only, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; (5) 6th grade or lower and 7th grade or higher, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school; or (6) 7th and 8th grades only, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school. A teacher at school that has grade 6 or lower, or one that is "ungraded" with no grade higher than the 8th.

Rural or small town

Rural area (a place with a population of less than 2,500 and defined as rural by the U.S. Bureau of the Census) or a small town (a place not within an MSA, with a population of less than 25,000, but greater than or equal to 2,500, and defined as nonurban by the U.S. Bureau of the Census).

Secondary school teachers

A secondary school teacher is one who, when asked for the grades taught, checked: (1) "ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; (2) 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; (3) 9th grade or higher, or 9th grade or higher and "ungraded"; (4) 7th and 8th grades only, and reported a primary assignment other than prekindergarten, kindergarten, general elementary, or special education; (5) 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or (6) 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Urban fringe or large town

Urban fringe of a large or mid-size city (a place within an MSA of a mid-size central city and defined as urban by the U.S. Bureau of the Census) or a large town (a place not within an MSA, but with a population greater or equal to 25,000 and defined as urban by the U.S. Bureau of the Census).

S. Patrick Kachur et al., "School-Associated Violent Deaths in the United States, 1992 to 1994"

Homicide	An act involving a killing of one person by another resulting from interpersonal violence.
School-associated violent death	A homicide or suicide in which the fatal injury occurred on the campus of a functioning elementary or secondary school in the United States, while the victim was on the way to or from regular sessions at such a school, or while the victim was attending or traveling to or from an official school-sponsored event. Victims included nonstudents as well as students and staff members.
Suicide	An act of taking one's own life voluntarily and intentionally.

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